



Geography progression of knowledge and skills

Knowledge Progression	Hatchmere	Sandymere	Delamere	Oakmere	Linmere	Blakemere
Locational knowledge	Development Matters Draw information from a simple map. Describe what they see, hear and feel whilst outside. Recognise some environments that are different from the one in which they live. Understand that some places are special to members of their community. Early Learning Goals Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps	National curriculum - end of KS1 Name and locate the world's seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.		National curriculum - end of KS2 Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).		
		To know the name of two continents (Europe and Asia). To know that a continent is a group of countries. To know that they live in the continent of Europe. To know that an ocean is a large body of water. To know the name of two of the world's oceans (Atlantic Ocean and Pacific Ocean). To know that the UK is short for 'United Kingdom'. To know that a country is a land or	To know the names of the seven continents of the world. To know the names of the five oceans of the world. To know that a sea is a body of water that is smaller than an ocean. To know that there are four bodies of water surrounding the UK and to be able to name them. To name some characteristics of the four capital cities of the UK. To know the four capital cities of the UK.			
	1.I know some vocabulary to describe different			To know that countries near the Equator have less	To know that countries near the Equator have less seasonal change	To know the Prime/Greenwich Meridian is a line of longitude which

	bodies of water, even if used inaccurately (sea/ocean, lake, river, pond) 2.I know that usually water is represented in blue on a map or globe. To know the name of their school and the place where they live. 3. I know some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old).	nation with its own government. To know that the United Kingdom is made up of four countries and their names. To know the name of the country they live in.	To know that a capital city is the city where a country's government is located.	seasonal change than those near the poles. To know that the Equator is a line of latitude indicating the hottest places on Earth and splitting our globe into the Northern and Southern Hemispheres. To know lines of longitude are invisible lines on the globe that determine how far east or west a location is from the Prime Meridian. To know lines of latitude are invisible lines on the globe that determine how far north or south a location is from the Equator. To know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates. To know the Northern and Southern hemisphere are 'halves' of the Earth, above and below our Equator and have alternate seasons to each other. To know the boundaries of the polar regions are marked by the invisible lines the	than those near the poles. To know that the Equator is a line of latitude indicating the hottest places on Earth and splitting our globe into the Northern and Southern Hemispheres. To know lines of longitude are invisible lines on the globe that determine how far east or west a location is from the Prime Meridian. To know lines of latitude are invisible lines on the globe that determine how far north or south a location is from the Equator. To know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates. To know the Northern and Southern hemisphere are 'halves' of the Earth, above and below our Equator and have alternate seasons to each other. To know the boundaries of the polar regions are marked by the invisible lines the	goes through 0°and determines the start of the world's time zones.
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				Arctic and Antarctic circle. To know the patterns of daylight in the Arctic and Antarctic circle and the Equatorial regions.	Arctic and Antarctic circle. To know the patterns of daylight in the Arctic and Antarctic circle and the Equatorial regions.	
Place knowledge	Development matters Recognise some environments that are different from the one in which they live. Recognise some similarities and differences between life in this country and life in other countries. Early Learning Goals Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.	National curriculum - end of KS1 Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America	National curriculum - end of KS2 Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.			
	To know that places within this country	To know that life elsewhere in the	To know some similarities and differences between	To know the negative effects of living near a volcano.	To know some similarities and differences between	To know some similarities and differences between

	can differ from each other. To know that there are differences between places in this country and places in other countries.	world is often different to ours. To know that life elsewhere in the world often has similarities to ours.	their local area and a contrasting non-European country.	To know the positive effects of living near a volcano. To know the negative effects an earthquake can have on a community. To know ways in which communities respond to earthquakes.	the UK and a European mountain region. To know why tourists visit mountain regions. To know that tourism can bring both opportunities and challenges to mountain communities. To know some similarities and differences between the UK and a desert region. To know some similarities and differences between the UK and ocean environments studied.	the UK and a European mountain region. To know why tourists visit mountain regions.
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Physical Geography Knowledge	Development matters Describe what they see, hear and feel whilst outside. Explore the natural world around them. Understand the effect of changing seasons on the natural world around them. Early Learning Goals Explore the natural world around them, making observations and drawing pictures of animals and plants; Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their	National curriculum - end of KS1 Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.	National curriculum - end of KS2 Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
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	experiences and what has been read in class; To know that the terms Spring, Summer, Autumn and Winter are used to describe the season. To know some of the key characteristics of each season. To know that there are four seasons in a year marked by certain weather conditions. To know some vocabulary to describe different bodies of water, even if used inaccurately (sea/ocean, lake, river, pond) To know some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old).	To know the four seasons of the UK. To know that 'weather' refers to the conditions outside at a particular time. To know that different parts of the UK often experience different weather. To know that a weather forecast is when someone tries to predict what the weather will be like in the near future. To know that weather conditions can be measured and recorded To know that physical features means any feature of an area that is on the Earth naturally.	To know that the Equator is an imaginary line around the middle of the Earth. To know that, because it is the widest part of the Earth, the Equator is much closer to the sun than the North and South poles. To know that the North Pole is the northernmost point of the Earth and the South Pole is the southernmost point of the Earth. To know that different parts of the world experience different weather conditions and that these are often caused by the location of the place. To know that coasts (and other physical features) change over time. To know some key physical features of the UK. To know that a sea is a body of water that is smaller than an ocean.	To know that the water cycle is the processes and stores which move water around our Earth and to be able to name these. To know the courses and key features of a river. To know the different types of mountains and volcanoes and how they are formed. To know that an earthquake is the intense shaking of the ground. To know that a biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife. To know the world's biomes. To know that the hottest biomes are found between the Tropics of Cancer and Capricorn. To know that climate zones are areas of the world with similar climates.* To know the world's different climate zones.* To know that climates can influence the foods able to grow. To know that hot deserts receive very little rainfall and experience extreme temperatures. To know vegetation belts are areas of the world that are home to similar plant species. * To name and describe some of the world's vegetation belts.	To know that the water cycle is the processes and stores which move water around our Earth and to be able to name these. To know the different types of mountains how they are formed. To know that a biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife. To know the world's biomes. To know that the hottest biomes are found between the Tropics of Cancer and Capricorn. To know that climate zones are areas of the world with similar climates.* To know the world's different climate zones.* To know that climates can influence the foods able to grow. To know that hot deserts receive very little rainfall and experience extreme temperatures. To know vegetation belts are areas of the world that are home to similar plant species. * To name and describe some of the world's vegetation belts.	To know vegetation belts are areas of the world that are home to similar plant species. * To name and describe some of the world's vegetation belts. To know why the ocean is important.
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Human Geography Knowledge	Development matters Describe what they see, hear and feel whilst outside. Explore the natural world around them. Understand the effect of changing seasons on the natural world around them. Early Learning Goals Explore the natural world around them, making observations and drawing pictures of animals and plants; Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their	National curriculum - end of KS1 Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.	National curriculum - end of KS2 Describe and understand key aspects of: Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
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	experiences and what has been read in class; To know that the terms Spring, Summer, Autumn and Winter are used to describe the season. To know some of the key characteristics of each season. To know that there are four seasons in a year marked by certain weather conditions. To know some vocabulary to describe different bodies of water, even if used inaccurately (sea/ocean, lake, river, pond) To know some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old).	To know that human features means any feature of an area that was made or built by humans.	To know that human features change over time. To know some key human features of the UK.	To know the main types of land use. To know the different types of settlement. To know water is used by humans in a variety of ways. To know an urban place is somewhere near a town or city. To know a rural place is somewhere near the countryside. To know that a natural resource is something that people can use which comes from the natural environment. To know the threats to the rainforest both on a local and global scale. To know that fair trading is the process of ensuring workers are paid a fair price, have safe working conditions and are treated with respect and equality. To know the UK grows food locally and imports food from other countries.	To know the main types of land use.* To know the different types of settlement.* To know water is used by humans in a variety of ways. To know an urban place is somewhere near a town or city. To know a rural place is somewhere near the countryside. To know that a natural resource is something that people can use which comes from the natural environment. To know the threats to the rainforest both on a local and global scale. To know that fair trading is the process of ensuring workers are paid a fair price, have safe working conditions and are treated with respect and equality. To know the UK grows food locally and imports food from other countries. To know that consumer choices can have environmental and social impacts around the world. To know that products such as clothing are made through global supply chains.	To know the global population has grown significantly since the 1950s. To know which factors are considered before people build settlements. To know migration is the movement of people from one country to another. To know that natural resources can be used to make energy. To know some positive impacts of humans on the environment. To know some negative impacts of humans on the environment
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Geographical Knowledge	Development matters Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand that some places are special to members of their community Draw information from a simple map. Early Learning Goals Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. To know that a map is a picture of a place. To know some vocabulary to describe directions, even if used inaccurately (e.g near, far, next to, close, behind).	To know that an aerial photograph is a photograph taken from the air above. To know that atlases give information about the world and that a map tells us information about a place. To know that a map is a picture of a place, usually drawn from above. To know that symbols are often used on maps to represent features. To know simple directional language (e.g near, far, up, down, left, right, forwards, backwards). To know what a sketch map is.	To know that a globe is a spherical model of the Earth. To begin to recognise world maps as a flattened globe. To know that a compass is an instrument we can use to find which direction is north. To know which direction is N, S, E, W on a map. To know that maps need a title and purpose. To know that maps need a key to explain what the symbols and colours represent. To know that an interview can be a way to find out people's views about their area. To know that a tally chart is a way of collecting data quickly. To know that a pictogram is a chart that uses pictures to show data	To understand that a scale shows how much smaller a map is compared to real life. To recognise world maps as a flattened globe. To know that an OS (Ordnance survey) map is used for personal use and organisations use it for housing projects, planning the natural environment and public transport and for security purposes. To know that an OS map shows human and physical features as symbols. To know that grid references help us locate a particular square on a map. To know the eight points of a compass are north, south, east, west, north-east, south-east, north-west, south-west. To know the main types of land use (agricultural, residential, recreational, commercial, industrial and transportation) To know an enquiry-based question has an open-ended answer found by research. To know how to use various simple sampling techniques.	To know that thematic maps show specific information about a place, such as climate, population or land use. To know that contour lines on a map show height and relief. To know that latitude and longitude can be used to describe the location of places accurately. To know that digital maps can be used to investigate geographical patterns and relationships. To know that scale can be used to calculate distance on a map. To know that trade routes can be represented and analysed using maps. To know that geographical data can be presented using graphs, tables and thematic maps. To know that fieldwork data can be used to identify geographical patterns and trends. to know that conclusions should be based on evidence collected during an enquiry. To know that different types of maps are useful for different geographical purposes.	To know that contours on a map show height and slope. To know that qualitative data involves qualities, characteristics and is largely opinion based and subjective.* To know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries. To know that a pie chart can represent a fraction or percentage of a whole set of data. To know a line graph can represent variables over time. To be aware of some issues in the local area. To know what a range of data collection methods look like. To know how to use a range of data collection methods
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				To know what a questionnaire and an interview are. To know that quantitative data involves numerical facts and figures and is often objective. To know that an annotated drawing or sketch map is hand drawn and gives a rough idea of features of an area without having to be completely accurate. To know a Likert scale is used to record people's feelings and attitudes. To know that qualitative data involves opinions, thoughts and feelings and is often subjective. To know what a bar chart, pictogram and table are and when to use which one best to represent data.		
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Skills progression	Hatchmere	Sandymere	Delamere	Oakmere	Linmere	Blakemere
Locational skills	Identifying land and water on a map or globe Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area).	Locating two of the world's seven continents on a world map. (Europe and Asia) Locating two of the world's oceans (Atlantic Ocean and Pacific Ocean) on a world map.	Locating all the world's seven continents on a world map. Locating the world's five oceans on a world map. Showing on a map the oceans nearest	Finding the position of the Equator and describing how this impacts our environmental regions. Finding lines of latitude and longitude on a globe and explaining why these are important. Identifying	Finding the position of the Equator and describing how this impacts our environmental regions. Finding lines of latitude and longitude on a	Identifying the location of the Prime/Greenwich Meridian and time zones (including day and night) and explaining its significance. Using longitude and latitude when referencing location in an atlas or on a globe.

		Showing on a map which continent they live in. Locating the four countries of the United Kingdom (UK) on a map of this area. Showing on a map which country they live in and locating its capital city.	the continent they live in. Locating the surrounding seas and oceans of the UK on a map of this area . Locating the capital cities of the four countries of the UK on a map of this area. Identifying characteristics (both human and physical) of the four capital cities of the UK. Showing on a map the city, town or village where they live in relation to their capital city.	the position of the Tropics of Cancer and Capricorn and their significance. Identifying the position of the Northern and Southern hemispheres and explaining how they shape our seasons. Identifying the position and significance of both the Arctic and Antarctic Circle.	globe and explaining why these are important. Identifying the position of the Tropics of Cancer and Capricorn and their significance. Identifying the position of the Northern and Southern hemispheres and explaining how they shape our seasons. Identifying the position and significance of both the Arctic and Antarctic Circle. Identifying the location of the Prime/Greenwich Meridian and time zones (including day and night) and explaining its significance. Using longitude and latitude when referencing location in an atlas or on a globe.	
Place Skills	Discussing how environments in stories and images are different to the environment they live in.	Naming some key similarities between their local area and a small area of a contrasting non-European country. Naming some key differences between their local area and a small area of a	Describing and beginning to explain some key similarities between their local area and a small area of a contrasting non-European country. Describing and beginning to explain	Describing and beginning to explain similarities between two regions studied. Describing and beginning to explain differences between two regions studied. Describing how and why humans have	Describing and beginning to explain similarities between two regions studied. Describing and beginning to explain differences between two regions studied.	Describing and explaining similarities between two environmental regions studied. Describing and explaining differences between two environmental regions studied. Explaining how and why humans have

		contrasting non-European country.	some key differences between their local area and a small area of a contrasting non-European country. Describing what physical features may occur in a hot place in comparison to a cold place.	responded in different ways to their local environments. Discussing how climates have an impact on trade, land use and settlement. Explaining what measures humans have taken in order to adapt to survive in cold places. Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK.	Describing how and why humans have responded in different ways to their local environments. Discussing how climates have an impact on trade, land use and settlement. Explaining how people adapt to living in mountain and desert environments. Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK. Describing and explaining similarities between two environmental regions studied. Describing and explaining differences between two environmental regions studied. Explaining how and why humans have responded in different ways to their local environments in two contrasting regions. Understanding how climates impact on trade, land use and	responded in different ways to their local environments in two contrasting regions. Understanding how climates impact on trade, land use and settlement. Explaining how humans have used desert environments. Using maps to explore wider global trading routes.
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					settlement. Explaining how humans have used desert environments. Using maps to explore wider global trading routes.	
Physical Geography Skills	Observing weather across the seasons. Observing and discussing the effect the changing seasons have on the world around them. Beginning to use the names of the seasons in the correct context. Making observations about the features of places (in stories, photographs or in the school grounds/local area).* Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area).*	Describing how the weather changes with each season in the UK. Describing the daily weather patterns in their locality. Confidently using the vocabulary 'season' and 'weather' Recognising some physical features in their locality.	Locating some hot and cold areas of the world on a world map. Locating the Equator and North and South Poles on a world map. Locating hot and cold areas of the world in relation to the Equator and the North and South poles. Describing the key physical features of a coast using subject specific vocabulary.	Mapping and labeling the six biomes on a world map. Understanding some of the causes of climate change. Describing how physical features, such as mountains and rivers are formed, and why volcanoes and earthquakes occur. Describing where volcanoes, earthquakes and mountains are located globally. Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities. Describing how humans use water in a variety of ways.	Mapping and labeling the six biomes on a world map. Understanding some of the causes of climate change. Describing how physical features, such as mountains and rivers are formed. Describing where major mountain ranges, deserts and ocean regions are located globally. . Describing and explaining how physical features such as rivers, mountains have had an impact upon the surrounding landscape and communities. Describing how humans use water in a variety of ways. Describing and understanding the	Describing and understanding the key aspects of the six biomes. Describing and understanding the key aspects of the six climate zones. Understanding some of the impacts and causes of climate change. Describing and understanding the key aspects and distribution of the vegetation belts in relation to the six biomes, climate and weather. Giving examples of alternative viewpoints and solutions regarding an environmental issue and explaining its links to climate change.

					key aspects of the six biomes. Describing and understanding the key aspects of the six climate zones. Describing how people adapt to living in desert environments. Describing how mountain environments affect the way people live and work. Understanding some of the impacts and causes of climate change. Describing and understanding the key aspects and distribution of the vegetation belts in relation to the six biomes, climate and weather. Giving examples of alternative viewpoints and solutions regarding an environmental issue and explaining its links to climate change.	
Human Geography Skills	Observing weather across the seasons. Observing and discussing the effect the changing seasons have on the world around	Recognising some human features in their locality	Describing and understanding the differences between a city, town and village. Describing the key human features of a coastal	Describing and understanding types of settlement and land use. Explaining why a settlement and community has grown in a particular location.	Describing and understanding types of settlement and land use. Explaining why a settlement and community has grown in a particular	Describing and understanding economic activity including trade links. Suggesting reasons why the global population has grown significantly in the last 70

	them. Beginning to use the names of the seasons in the correct context. Making observations about the features of places (in stories, photographs or in the school grounds/local area).* Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area).*		town using subject specific vocabulary	Explaining why different locations have different human features. Explaining why people might prefer to live in an urban or rural place. Describing how humans can impact the environment both positively and negatively, using examples.	location. Explaining why different locations have different human features. Explaining why people might prefer to live in an urban or rural place. Describing how humans can impact the environment both positively and negatively, using examples. Describing and understanding economic activity including trade links. Explaining how consumer choices can affect people and environments locally and globally. Considering different viewpoints about environmental issues and sustainable lifestyles. Suggesting reasons why the global population has grown significantly in the last 70 years. Describing the 'push' and 'pull' factors that people may consider when migrating. Understanding the distribution of natural resources both globally and within a specific region or country studied. Recognising	years. Describing the 'push' and 'pull' factors that people may consider when migrating. Understanding the distribution of natural resources both globally and within a specific region or country studied. Recognising geographical issues affecting people in different places and environments. Describing and explaining how humans can impact the environment both positively and negatively, using examples.
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					geographical issues affecting people in different places and environments. Describing and explaining how humans can impact the environment both positively and negatively, using examples.	
Geographical fieldwork skills		Using an atlas to locate the UK. Using a map of the UK to locate the four countries. Beginning to use an atlas to locate the four capital cities of the UK. Using a world map and globe to locate two of the world's seven continents(Europe and Asia). Using an atlas to locate the Atlantic Ocean and Pacific Ocean. Using directional language to describe the location of objects in the classroom and playground. Using directional language to describe features on a map in relation to other features (real or imaginary). Responding to instructions using directional language to follow routes	Recognising why maps need a title. Using an atlas to locate the four capital cities of the UK. Using a world map, globe and atlas to locate all the world's seven continents. Using a world map, globe and atlas to locate the world's five oceans. Using locational language and the compass points (N, S, E, W) to describe the location of features on a map. Using locational language and the compass points (N, S, E, W) to describe the route on a map. Using locational language and the compass points (N, S, E, W) to plan a route in the playground or school grounds. Using a map to	Beginning to use maps at more than one scale. Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied . Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical features and human features in countries studied . Using the scale bar on a map to estimate distances. Finding countries and features of countries in an atlas using contents and index. Zooming in and out of a digital map. Beginning to use the key on an OS map to name and recognise key physical and human features in regions studied. Accurately using 4-figure grid references to locate features on a map in regions studied. Beginning to locate features using the 8	Using maps, atlases, globes and digital mapping to identify physical and human features of mountain, desert and ocean regions. Selecting appropriate maps for a given purpose. Interpreting thematic maps to identify patterns in climate, population and land use. Using four-figure grid references accurately to locate features on OS maps. Beginning to interpret contour lines to identify height and relief. Using scale to compare distances between locations. Using digital maps to investigate trade routes and global connections.	Confidently using and understanding maps at more than one scale. Using atlases, maps, globes and digital mapping to locate countries studied. Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied. Identifying, analysing and asking questions about distributions and relationships between features using maps (e.g settlement distribution). Using the scale bar on a map to calculate distances. Recognising an increasing range of Ordnance Survey symbols on maps and locating features using six-figure grid references. Recognising the difference between Ordnance Survey and other maps and when it is most appropriate to use each. Beginning to use thematic maps to

		Beginning to use the compass points (N, S, E, W) to describe the location of features on a map. Recognising local landmarks on aerial photographs . Recognising basic human features on aerial photographs. Recognising basic physical features on aerial photographs. Drawing freehand maps (of real or imaginary places) using simple pictures or symbols. Drawing a simple sketch map of the classroom and playground using simple pictures, colours or symbols to represent features. Adding labels to sketch maps. Using simple picture maps and plans to move around the school.	follow a prepared route Recognising landmarks of a city studied on aerial photographs and plan perspectives. Recognising human features on aerial photographs and plan perspectives. Recognising physical features on aerial photographs and plan perspectives. Drawing a map and using class agreed symbols to make a simple key. Drawing a simple sketch map of the playground or school grounds using symbols to represent human and physical features. Finding a given OS symbol on a map with support. Beginning to draw objects to scale (e.g show the school playground is smaller than the school or school field). Using an aerial photograph to draw a simple sketch map using basic symbols for a key.	points of a compass. Using a simple key on their own map to show an example of both physical and human features. Following a route on a map with some accuracy. Saying which directions are N, S, E, W on an OS map. Making and using a simple route on a map. Labelling some features on an aerial photograph and then locating these on an OS map of the same locality and scale in regions studied.		recognise and describe human and physical features studied. Using models and maps to talk about contours and slopes. Selecting a map for a specific purpose.
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Geographical Fieldwork Approach

Geographical Fieldwork	Through fieldwork studies pupils carry out geographical enquiries using our enquiry cycle. These fieldwork enquiries combine substantive knowledge from the other strands: Locational knowledge, Place knowledge, Human and physical geography and allow pupils to understand the discipline of Geography and how this substantive knowledge was formed.					
	Hatchmere	Sandymere	Delamere	Oakmere	Linmere	Blakemere
		National curriculum - end of KS1 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.		National curriculum - end of KS2 Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies		
Question	Ask questions about the world around them.		Recognising there are different ways to answer a question.	Beginning to choose the best approach to answer an enquiry question.	Suggesting geographical enquiry questions. Beginning to justify the most appropriate method for answering an enquiry question. Considering what evidence is needed to support conclusions.	Developing their own enquiry questions. Choosing the best approach to answering an enquiry question.
Observe	Commenting on the features they see in their school and school grounds.		Discussing the features they see in the area surrounding their school when on a walk. Asking and answering simple questions about human and physical features of the area surrounding their school grounds.	Mapping land use in a small local area using maps and plans. Making a plan for how they wish to collect data to answer an enquiry based question, with the support of a teacher. Asking and answering one- step and two-step geographical questions. Observing, recording, and naming geographical features in their local environments	Using maps, atlases, globes and digital mapping to identify physical and human features of mountain, desert and ocean regions. Interpreting thematic maps to identify patterns in climate, population and land use. Using digital maps to investigate trade routes and global connections.	Making sketch maps of areas studied including labels and keys where necessary. Making an independent or collaborative plan of how they wish to collect data to answer an enquiry based question.
Measure	Answering simple questions, guided by the teacher.	Asking and answering simple questions about the features of their	Collecting quantitative data through a small survey of the local	Using simple sampling techniques appropriately. Making digital audio recordings	Choosing appropriate data collection methods for an enquiry.	Selecting appropriate methods for data collection. Designing interviews/questionnaires

		school and school grounds.	area/school to answer an enquiry question.	for a specific purpose. Designing a questionnaire / interview to collect quantitative fieldwork data.	Collecting fieldwork data in river and local environments using a range of methods.	to collect qualitative data. Beginning to use standard field sampling techniques appropriately.
Record	Creating some of the features they notice in their school and school grounds.	Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map	Classifying the features they notice into human and physical with teacher support. Taking digital photographs of geographical features in the locality. Making digital audio recordings when interviewing someone.	Taking digital photos and labelling or captioning them. Making annotated sketches, field drawings and freehand maps to record observations during fieldwork. Beginning to use a simplified Likert Scale to record their judgements of environmental quality. Using a questionnaire/interview to collect qualitative fieldwork data.	Using four-figure grid references confidently to locate features on OS maps. Beginning to interpret contour lines to identify height and relief. Using scale to compare distances between locations.	Using GIS (Geographical Information Systems) to plot data sets (e.g prevalence of crime in certain areas) onto base maps which can then be analysed. Using a simplified Likert Scale to record their judgements of environmental quality. Conducting interviews/questionnaires to collect qualitative data. Interpreting and using real-time/live data. To identify and mitigate potential risks during fieldwork.
Present	Expressing their likes and dislikes about a specific place and its features, beginning to explain their reasoning	Using a simple recording technique to express their feelings about a specific place and explaining why they like/dislike some of its features.	Presenting data in simple tally charts or pictograms and commenting on what the data shows. Asking and answering simple questions about data.	Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies when communicating geographical information. Suggesting different ways that a locality could be changed and improved. Finding answers to geographical questions through data collection. Analysing and presenting quantitative data in charts and graphs.	Presenting geographical data using graphs, tables and annotated maps. Beginning to draw conclusions from fieldwork evidence and identify patterns in data.	Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies when communicating geographical information. Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings. Evaluating evidence collected and suggesting ways to improve this. Analysing quantitative data in pie charts, line graphs and graphs with two variables.

Vocabulary	identify look photograph route search feel look notice observe see smell sound touch	survey questionnaire compass rain gauge thermometer temperature weather vane	sample tally chart pictogram bar chart data collection	expedition destination biome climate zone settlement land use compare research investigate enquiry data analyse qualitative quantitative Fairtrade import export	altitude tourism adaptation trade route consumer supply chain fast fashion conservation	fieldwork evidence digital technologies conclusion cartogram Geographic Information System (GIS) pie chart line graph live data consideration annotate justify issue viewpoint data collection methods subjective audience recommendation
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