

Year	Progression of Map & Fieldwork Skills in KS1 Geography at Tweseldown Infant School	National Curriculum Requirements
R	<ol style="list-style-type: none"> 1. Children will be able to talk about what they see, using wide vocabulary, making basic observations 2. Can draw a basic sketch showing some key features of the environment they are in or know 3. Children will be able to discuss routes and locations, using words like 'in front of' and 'behind' 4. Children will be able to tell you something about where they live 5. Children will know we live in Fleet and England 6. Can recognise a globe and map of the world 7. Can draw a simple map using imagination or knowledge of a specific place, i.e. playground or bedroom 8. Children will be able to talk about what they like about their own immediate environment and how environments might vary from one another (I like where I live because) 9. Children will begin to understand the need to respect and care for the natural environment and all living things 10. Children will be able to describe landmarks using relative positions such as next to, in front of, behind 11. Children will be able to know some similarities and differences between the natural world around them 12. Children will be able to describe their environment through asking and answering questions 13. Children will be able to use a simple map 14. Children will be able to explain some similarities and difference between life in this country and life in other countries 	<p>EYFS ELG</p> <ol style="list-style-type: none"> 1. Children can explore the natural world around them, making observations and drawing pictures. 2. They 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.
1	<ol style="list-style-type: none"> 1. Can make simple observations 2. Can use a photo, video or audio taken by an adult as evidence of what they have seen 3. Can draw a simple sketch map showing key features of the school, its grounds and surrounding environments 4. Can work in a group with an adult to ask questions about the school, its grounds and surrounding environment 5. Can measure using simple words and frequency recording 6. Can make simple observations of daily and seasonal weather patterns in the local area compared with the rest of the UK 7. Can reach a simple conclusion to a fieldwork question or prediction 8. Can use picture maps and globes 9. Can identify the UK, its 4 countries, capital cities and its surrounding seas 10. Can compare the local area with a contrasting small area of the UK 11. Can use simple directional language: near; far; left; and right to describe location of features and routes on a map 12. Can use plan perspectives to recognise landmarks and basic human and physical features – see National Curriculum requirements 13. Can draw basic maps and create own symbols 14. Can ask questions about specific places and environments 	<ol style="list-style-type: none"> 1. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of the surrounding environment 2. Identify seasonal and daily weather patterns in the United Kingdom 3. Use world maps, atlases and globes to identify the United Kingdom and its countries 4. Name and locate and identify characteristics of the 4 countries and capital cities of the UK and its surrounding seas 5. Understand geographical similarities and differences through studying the human and physical geography of a contrasting small area of the United Kingdom 6. Use locational and directional language [for example, near and far; left and right] to describe the location of features and routes on a map 7. Use plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key 8. 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 9. Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour & shop
2	<ol style="list-style-type: none"> 1. Can make detailed observations 2. Can use a camera, video or audio to gather evidence of what they have seen 3. Can draw a sketch map with labels showing key human and physical features of the school, its grounds and surrounding environments 4. Can ask trusted and familiar adults questions about the school, its grounds and surrounding environments 5. Can measure using a guided tally and standard units such as minutes and metres 	<ol style="list-style-type: none"> 1. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of the surrounding environment 2. Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage 3. Name and locate the 7 continents and 5 oceans of the world 4. Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles

<ul style="list-style-type: none"> 6. Can present findings simply using maps and graphs 7. Can reach a simply described conclusion to the fieldwork question or prediction 8. Can use a simple atlas 9. Can identify the world's five oceans and seven continents on a map 10. Can identify the location of the hot and cold areas of the world in relation to the Equator and the North and South Poles 11. Can compare the local area with a small area of a contrasting non-European country 12. Can use the four-point compass directions: North; South; East; and West to describe the location of features and routes on a map 13. Can use aerial photos to recognise landmarks and basic human and physical features – See National Curriculum requirements 14. Can draw a simple map and use agreed realistic symbols (in line with OS map) to make a simple key 15. Can ask a series of questions about places and environments 	<ul style="list-style-type: none"> 5. Understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country 6. Use simple compass directions (North, South, East, West) to describe the location of features and routes on a map 7. Use aerial photographs to recognise landmarks and basic human and physical features; devise a simple map; and use and construct realistic symbols in a key 8. 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 9. Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour & shop
---	--