

Fieldwork Skills

National Curriculum aim:

- All pupils are competent in the geographical skills needed to:
 - Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
	<p><u>Using maps to locate places</u> *Identify a map.</p> <p>*Make attempts to draw and label features of familiar environments and imaginary places</p> <p>*Begin to use secondary sources (e.g. photographs, sketches or films) to find out about places</p>	<p><u>Using maps to locate places</u> *Use a globe and world map and locate continents and oceans and a UK map to identify countries, capitals and surrounding seas.</p> <p>*Begin to follow routes on prepared maps</p> <p>*Use basic symbols in a key</p> <p>*Begin to use aerial/satellite photos and plan perspectives to recognise familiar features</p>	<p><u>Using maps to locate places</u> *Use world maps, globes and atlases to identify locations studied</p> <p>*Begin to recognise and identify basic OS symbols</p> <p>*Use simple grid references (e.g. A1, D7) to locate squares on a map</p> <p>* Zoom in/out and begin to highlight/annotate digital maps</p> <p>*Use pictograms, tally charts, and simple tables (from Maths NC)</p> <p>*Use aerial/satellite photos and plan perspectives to locate and identify local landmarks and features</p>	<p><u>Using maps to locate places</u> *Begin to use a wider range of maps (including OS maps) as well as atlases, globes and digital mapping to locate countries and describe features studied.</p> <p>*Begin to understand more complex keys (e.g. wider range of OS symbols, size of symbol for quantity)</p> <p>*Know that four-figure grid references can be used to identify locations and begin to use them.</p> <p>*Work out simple distances on maps and digital maps (e.g. aerial distance or along a straight road)</p> <p>*Understand the use of scale on maps (<i>link to positive integer scaling and simple correspondence from Maths NC</i>)</p> <p>* On digital maps, begin to identify scale and annotate with text and labels</p> <p>*Begin to understand the purpose/reliability of different image types</p>	<p><u>Using maps to locate places</u> *Use a wider range of maps (including OS maps at varying scales) as well as atlases, globes and digital mapping to locate countries and describe features studied.</p> <p>*Use the contents/index of an atlas</p> <p>*Understand the purpose of contour lines on maps.</p> <p>* Use scales to estimate distances e.g. along a road/river</p> <p>*Use four-figure grid references to identify and describe locations.</p> <p>*On digital maps, accurately measure distances, including non-linear distances and annotate with markers, text, photographs, hyperlinks, etc.</p> <p>*Understand and explain the purpose/reliability of different image types, including oblique views</p>	<p><u>Using maps to locate places</u> *Use a wide range of maps (including OS maps at varying scales and thematic maps) as well as atlases, globes and digital mapping to locate countries and describe features studied</p> <p>* Explain ideas using a thematic map for reference</p> <p>*Compare and evaluate maps with different scales</p> <p>*Begin to create own complex keys using mathematical concepts (e.g. size of symbol for quantity)</p> <p>* Begin to use six-figure grid references to identify and describe locations</p> <p>*On digital maps, use linear and area measuring tools and start to use and contrast digital maps at different scales</p> <p>*Compare images that have been altered using digital technologies and explain the impact that this has (e.g. reliability)</p>	<p><u>Using maps to locate places</u> *Use a wide range of maps (including OS maps at varying scales and distribution/thematic maps) as well as atlases, globes and digital mapping to locate countries and describe features studied</p> <p>*Confidently use distribution/thematic maps to illustrate an idea or discussion</p> <p>*Explain how types of map give different perspectives/show prejudice (e.g. Peters Projection)</p> <p>*Use six figure grid references to identify and describe locations</p> <p>*On digital maps, use linear and area measuring tools confidently to illustrate ideas and make appropriate selections from maps to inform research</p> <p>*Compare and then carefully select images for a purpose (e.g. as evidence or to show reliability)</p>

	<p><u>Fieldwork enquiry and practical skills:</u></p> <p>*Make basic observations of familiar environments, including identifying some similarities and differences between places.</p> <p>*Use everyday language to talk about distance and relative positions (behind, next to) in the local environment.</p>	<p><u>Fieldwork enquiry and practical skills</u></p> <p>*Engage in simple, teacher-led fieldwork enquiries</p> <p>*Begin to use first-hand observation, including using the senses, to identify features/patterns including similarities and differences.</p> <p>*Begin to use simple locational (e.g. near/far) and compass directions/directional language (e.g. NSEW) to describe features and routes.</p> <p>*Understand what a compass is and begin to use one for simple navigation.</p>	<p><u>Fieldwork enquiry and practical skills</u></p> <p>*Engage in teacher-led/guided enquiries</p> <p>*Use first-hand observation to comment on features/patterns/similarities and begin to measure using standard units</p> <p>*Use a compass (four compass points) to follow and describe routes</p> <p>*Use simple locational and directional language and compass directions to describe features and routes (e.g. left/right from own perspective, NSEW).</p>	<p><u>Fieldwork enquiry and practical skills:</u></p> <p>*Engage in guided enquiries and begin to suggest own questions for enquiry</p> <p>*Begin to evaluate own observations and compare them with others</p> <p>*Understand the eight compass points and begin to use them to follow routes</p> <p>*Apply age-appropriate Maths knowledge to understanding of geography (e.g. length, distance, volume, angles, area and scales)</p> <p>*Secure use of left/right from any perspective (e.g. with an upside-down map) and use eight compass points to describe routes</p>	<p><u>Fieldwork enquiry and practical skills:</u></p> <p>*Engage in guided enquiries and suggest own questions for enquiry</p> <p>*Evaluate own observations and compare them with others</p> <p>*Use the eight points of a compass to follow and describe routes and identify locations</p> <p>*Apply age-appropriate Maths knowledge to understanding of geography (e.g. length, distance, mass, capacity/volume, angles, area and scales)</p>	<p><u>Fieldwork enquiry and practical skills:</u></p> <p>*Begin to complete enquiries based on own suggested questions</p> <p>*Evaluate own observations, compare them with others and begin to draw conclusions</p> <p>*Convert between the eight points of a compass and azimuth bearings (e.g. NE = 45°) and use to follow/describe routes</p> <p>*Apply age-appropriate Maths knowledge to understanding of geography (e.g. length, distance, mass, capacity/volume, angles, area scales, negative numbers for temperature, equivalences between metric and imperial measures)</p>	<p><u>Fieldwork enquiry and practical skills:</u></p> <p>*Complete enquiries based on own suggested questions and offer suggestions for future enquiries based on results</p> <p>*Evaluate own observations, compare them with others and draw conclusions</p> <p>*Show awareness of the 16-point compass rose and compass quadrant bearings (e.g. 103° = S 77° E)</p> <p>*Apply age-appropriate Maths knowledge to understanding of Geography (e.g. length, distance, mass, capacity, area, scales, negative numbers for temperature, converting between metric and imperial measures, calculating volume)</p>
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