

BBC and OPS Geography Skills Progression

Fieldwork helps children develop core competencies such as enquiry skills and mapping skills which helps them to engage with their world in a more meaningful way. The area surrounding Bisley and Oakridge provides a rich resource for geographical enquiries that involve fieldwork. and a context for children to learn and understand local issues enabling them to identify more clearly similarities and differences between their region and that of another. Fieldwork investigations are linked to the themes and topics in the Key Stage Curriculum Plan and enhance and enrich pupils knowledge and understanding of places and of physical, human and environmental geography.

Geographical Enquiry	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	Y1	Y2	Y3	Y4	Y5	Y6
What do we already KNOW? What do we WANT to know? HOW can we find out? What have we LEARNT?	Teacher led enquiries, to ask and respond to simple closed questions. Use information books/pictures as sources of information. Investigate their surroundings Make observations about where things are e.g. within school or local area.	Children encouraged to ask simple geographical questions; Where is it? What's it like? Use non-fiction books, stories, maps, pictures /photos and internet as sources of information. Investigate their surroundings Make appropriate observations about why things happen. Make simple comparisons between features of different places.	Begin to ask/initiate geographical questions. Use non-fiction books, stories, atlases, pictures/photos and internet as sources of information. Investigate places and themes at more than one scale Begin to collect and record evidence Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations.	Ask and respond to questions and offer their own ideas. Extend to satellite images, aerial photographs Investigate places and themes at more than one scale Collect and record evidence with some aid. Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps.	Begin to suggest questions for investigating Begin to use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on the larger scale; contrasting and distant places Collect and record evidence unaided Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life.	Suggest questions for investigating. Use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on the larger scale; contrasting and distant places. Collect and record evidence unaided. Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it.

Fieldwork	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
	<p>To plan and conduct geographical investigations that include fieldwork, and to develop skills in using a range of simple techniques for collecting, analysing and presenting what they learn through fieldwork, including:</p> <ul style="list-style-type: none"> • using small world play, model making, or the classroom role-play area to represent a visited place (e.g. a shop, the library or Health Centre) • adding details to a teacher-prepared drawing (e.g. doors, windows and other features to the outline of a house) <ul style="list-style-type: none"> • making annotated drawings to show variations (e.g. in a row of houses in a local street) • drawing a freehand map (e.g. of the school grounds, local street or park) • relating a large-scale plan (e.g. of the school grounds or a local street) to the environment, identifying known features <ul style="list-style-type: none"> • marking information on a large-scale plan (e.g. of the school grounds or a local street) using colour or symbols to record observations • using a simple compass and cardinal compass directions (north, south, west, east) • taking digital photos (e.g. of buildings in the locality, things seen on a bus journey) • making digital audio recordings when interviewing someone (e.g. shop worker, librarian, nurse) about their job 	<p>To plan and conduct geographical investigations that necessitate fieldwork, and to develop skills in a range of standard techniques for collecting, analysing and presenting what they learn through fieldwork, including:</p> <ul style="list-style-type: none"> • making models, annotated drawings and field sketches to record observations • drawing freehand maps of routes (e.g. of a walk to a site in the local area) • relating a large-scale plan of the local area or fieldwork site to the environment, identifying features relevant to the enquiry • recording selected geographical information on a map or large-scale plan, using colour or symbols and a key • taking digital photos and annotating them with labels or captions <ul style="list-style-type: none"> • making digital audio recordings for a specific purpose (e.g. traffic noise) • collecting, analysing and presenting quantitative data in charts and graphs • designing and using a questionnaire to collect quantitative fieldwork data (e.g. to compare how far people travel to different types of shop) • designing and conducting interviews (e.g. to investigate which spaces/places local people value) • using simple sampling techniques appropriately (e.g. time sampling when conducting a traffic survey) • using a simplified Likert Scale to record their judgements of environmental quality (e.g. in streets near the school) 	<p>To plan and conduct geographical investigations that necessitate fieldwork, and to develop skills in a range of standard techniques for collecting, analysing and presenting what they learn through fieldwork, including:</p> <ul style="list-style-type: none"> • making models, annotated drawings and field sketches to record observations • drawing freehand maps (e.g. of a site they have visited) • relating large-scale plans to the fieldwork site, identifying relevant features • recording selected geographical data on a map or large-scale plan, using colour or symbols and a key • taking digital photos and annotating them with labels or captions • making digital audio recordings (e.g. to create soundscapes) • collecting, analysing and presenting quantitative data in charts and graphs • designing and using a questionnaire to collect qualitative data (e.g. to find out and compare pupils' views on plastic waste) <ul style="list-style-type: none"> • designing and conducting fieldwork interviews (e.g. to establish the range of views local people hold about a proposed development) • using standard field sampling techniques appropriately (e.g. taking water samples from a stream)

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| | <ul style="list-style-type: none">• collecting quantitative data (e.g. to create a pictogram of favourite places to play or how pupils travel to school)• using a questionnaire (e.g. to find out the most popular options for improving playtimes)• collecting and sorting natural objects (e.g. leaves, twigs, stones) to investigate their properties• using a simple recording technique (e.g. smiley/sad faces worksheet) to express their feelings about a specific place and explaining why they like/dislike some of its features. | | |
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Mapping Skills:	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Using and Interpreting	<p>To:</p> <ul style="list-style-type: none"> find information on aerial photographs. know that maps give information about the world (where and what?). follow a route on a prepared map. recognise simple features on maps such as buildings, roads and fields. recognise that maps need a title. use maps to talk about everyday life for example, where I live, journey to school, where places are in a locality. begin explaining why places are where they are. 	<p>To:</p> <ul style="list-style-type: none"> use atlases, maps and globes. use large scale maps outside. use maps at more than one scale. make and use simple route maps. locate photos of features on maps. use oblique and aerial views. recognise some patterns on maps and begin to explain what they show. give maps a title to show their purpose. use thematic maps. explain what places are like using maps at a local scale. recognise that contours show height and slope. 	<p>To:</p> <ul style="list-style-type: none"> relate maps to each other and to vertical aerial photographs. follow routes on maps saying what is seen. use index and contents page of atlas. use thematic maps for specific purposes. know that purpose, scale, symbols and style are related. appreciate different map projections. interpret distribution maps and use thematic maps for information. follow a route on 1:50 000 Ordnance Survey map and describe and interpret relief features.
Position and Orientation	<p>To:</p> <ul style="list-style-type: none"> begin to use directional vocabulary. say which direction N,S,E,W is for example, using a compass in the playground. know which direction N is on an Ordnance Survey map. 	<p>To:</p> <ul style="list-style-type: none"> use simple grids. give direction instructions up to 8 cardinal points. use 4-figure coordinates to locate features. know that 6 figure Grid References can help you find a place more accurately than 4- figure coordinates. 	<p>To:</p> <ul style="list-style-type: none"> use 4 and 6- figure coordinates to locate features. give directions and instructions to 8 cardinal points. align a map with a route. use latitude and longitude in an atlas or globe.
Drawing	<p>To:</p> <ul style="list-style-type: none"> draw a simple map (real or imaginary place) for example, freehand maps of gardens, watery places, route maps, places in stories. 	<p>To:</p> <ul style="list-style-type: none"> make a map of a short route with features in correct order. make a map of small area with features in correct places. 	<p>To:</p> <ul style="list-style-type: none"> make sketch maps of an area using symbols and key. make a plan for example, garden, play park; with scale. design maps from descriptions. draw thematic maps for example, local open spaces. draw scale plans.

Symbols	<p>To:</p> <ul style="list-style-type: none"> • use symbols on maps (own and class agreed symbols). • know that symbols mean something on maps. • find a given Ordnance Survey symbol on a map with support. • begin to realise why maps need a key. 	<p>To:</p> <ul style="list-style-type: none"> • use plan views regularly. • give maps a key with standard symbols. use some Ordnance Survey style symbols. 	<p>To:</p> <ul style="list-style-type: none"> • use agreed and Ordnance Survey symbols. appreciate maps cannot show everything. • use standard symbols. • know 1:50.000 symbols and atlas symbols.
Perspective and Scale	<p>To:</p> <ul style="list-style-type: none"> • look down on objects and make a plan for example, on desk, high window to playground. • draw objects to scale (for example, on table or tray using squared paper 1:1 first, then 1:2 and so on). • use large scale, vertical aerial photographs. • know that when you 'zoom in' you see a smaller area in more detail. 	<p>To:</p> <ul style="list-style-type: none"> • use maps and aerial views to help me talk about for example, views from high places. • make a simple scale plan of room with whole numbers for example, 1 sq.cm = 1 square tile on the floor moving onto 1cm² = 1m². I can use the scale bar to estimate distance. • use the scale bar to calculate some distances. • relate measurement on maps to outdoors (using paces or tape). 	<p>To:</p> <ul style="list-style-type: none"> • use a range of viewpoints up to satellite. use models and maps to talk about contours and slope. • use a scale bar on all maps. • use a linear scale to measure rivers. describe height and slope using maps, fieldwork and photographs. • read and compare map scales. • draw measured plans for example, from field data.
Digital Map Making	<p>To:</p> <ul style="list-style-type: none"> • find places using a postcode or simple name search. • add simple information to maps for example, labels and markers. • draw around simple shapes and explain what they are on the map for example, houses. • use the measuring tool with support to show distance for example, my house to school, to the shops. • zoom in and out of a map. • draw a simple route. • highlight areas. • add an image to a map. 	<p>To:</p> <ul style="list-style-type: none"> • use the zoom function to locate places. • use the zoom function to explore places at different scales. • add a range of annotation labels and text to help me explain features and places. highlight an area on a map and measure it using the Area Measurement Tool. • use grid references in the search function. • use the grid reference tool to record a location. • highlight areas within a given radius. • add photographs to specific locations. 	<p>To:</p> <ul style="list-style-type: none"> • find 6-figure grid references and check using the Grid Reference Tool. • combine area and point markers to illustrate a theme. U • use maps at different scales to illustrate a story or issue. • use maps to research factual information about locations and features. • use linear and area measuring tools accurately.

