

Geography Skills and field work: (updated May 2022: MK)

EYFS	Year1	Year2	Year3	Year4	Year5	Year 6
<p>Enjoys playing with small world models such as farm, a garage or a train track (22-36) Uses positional language. (30-50) Children use everyday language to talk about positions and distance to solve problems.</p> <p>Can describe their relative positions such as behind or next to. (40-60 SSM)</p> <p>Can get info from a simple map.</p>	<p>Draw maps of local area and journey to school. Use terms up, down, left, right and far. And start to use simple compass directions. (N,S,E,W) Start to learn the 7 continents and 5 oceans.</p> <p>Mark on the map shops, nans house, school and airport. (Use simple picture symbols) <i>Locate on map or in atlas 4 countries of UK and their capitals.</i> Start to use maps, atlases and globes and point out some hot and cold areas. Look at aerial photos and plans for obvious</p>	<p>Place on the map the names of the countries of the UK and its major cities and surrounding seas. Note a key landmark for each country. Mark on a world map the 7 continents and 5 oceans and where England and Liverpool is. Using the globe begin to spatially match places. <i>E.g. Britain small compared to Brazil.</i> Recognise land and sea on a globe. Note cold and hot places in relation to the Equator. <i>(Literacy link)</i> Draw map of and imaginary place link to a story and put on some symbols and simple key. Develop geographical language. Eg rural, urban,</p>	<p>Use 2 figure grid reference (letter/number) and 4 points of the compass accurately. Locate places on large scale maps of Europe identifying some environmental regions and features. Follow a route on a map with some accuracy. <i>(Trip out)</i> Use OS maps and digital maps with some confidence. Begin to match boundaries on different scale maps. <i>(Begin to identify positions of latitude, longitude, N/S hemisphere and the Equator, tropic of Cancer and Capricorn, Arctic and Antarctic.</i> <i>Begin to identify Prime/Greenwich Meridian and some time Zones.</i> Begin to identify features on</p>	<p>Use 4 figure grid reference and begin to use 8 points of the compass. Locate places on a large scale map recognising significant places and environments. <i>(Eg: Countries o f South America)</i> Name and locate countries and cities of the UK, Europe and N/S America, noting geographical regions and topographical features. Describe and understand human geography for example settlement, land use trade. Note how human and physical geographical characteristics have changed over time. Match boundaries on large and</p>	<p>Begin to use 6 figure grid references to find places on the map and use 8 points of the compass accurately. Use aerial photography and compare with maps. Select map for specific purpose. <i>E.g If looking for a small island in South Pacific give them map Pacific area only.</i> Begin to securely use maps and atlases to find specific features. <i>E.g To find wettest/driest/coldest/hottest regions.</i> Measure straight line distances. Find places on different scale maps <i>(North American rivers/cities)</i> Use index and contents page in atlases. Identify significant places in the environment. Identify Prime/Greenwich Meridian and time Zones, Latitude, longitude and N/S hemispheres, Tropics,Poles..</p>	<p>Apply and understand six figure grid references and 8 points of the compass on scale maps accurately. Locate on map 7 continents, 5 oceans, lines of latitude and meridian of longitude, time zones. Know what GMT means Use a scale to measure distances. <i>(link history)</i> Use atlases to find out features of places using latitude and longitude. <i>(Link history war)</i> Draw and use maps and plans of different scales. Use ordinance survey maps of varying scales, symbols and keys to build up my knowledge of UK. Use OS maps and atlases confidently identifying significant places and environments. <i>(highest deserts, mountains, Poles etc)</i> Draw a variety of thematic maps based on their own data. Begin to draw plans of increasing complexity. Use OS and atlas symbols. Recognise that world map is a flattened globe. Draw a plan view map accurately. Use aerial photography to describe land use in more detail.</p>

	<p>landmarks. (school)</p> <p>Develop geographical language. Eg town, city, countryside, forest, sea, mountain.</p>	<p>season, vegetation polar, equator.</p> <p>Look at aerial photos and plans of areas studied.</p>	<p>aerial/oblique photographs. Try to make a map/simple scaled sketch of a known journey putting features in the correct order. Use basic standard symbols/OS. (aerial view sketch) Give the map a title to show its purpose. Use field work to gather information on human and physical features in Merseyside. Recording findings appropriately using sketch maps, graphs, plans and digital technology. Develop geographical language. Eg. climate zones, ,biomes ,river, mountains, earthquakes, volcanoes, water cycle.</p>	<p>medium scaled maps and recognise that contours show height of slope. (<i>Europe/S.America</i>) Securely use maps, atlases, satellite images and digital maps. Identify features on aerial/oblique maps and identify environmental regions and key features. (Rainforest) Use field work to gather information on human and physical features in the Mersey basin. Recording findings appropriately using sketch maps, graphs, plans and digital technology. Develop geographical language. Eg climate zones, biomes, rivers, mountains, water cycle, contours.</p>	<p>Begin to draw a variety of thematic maps based on their own data. Draw a sketch map using symbols and a key with some accuracy. (use OS symbols) Use field work to gather information on human and physical features. (<i>Pollution</i>) Recording findings appropriately using sketch maps, graphs, plans and digital technology. Develop geographical language. Eg latitude, longitude, biomes, Tropics of Cancer and Capricorn</p>	<p>Do a fieldwork study looking at changes in Liverpool in recent years and using graphs, plans and digital technology record what they think in all probability it will look like in the future. Develop geographical language. Eg Climate zones, biomes.</p>
<p>Nature walks Nature walks</p>	<p>ICT: Digital Maps:</p>	<p>ICT: Digital Maps:</p>	<p>ICT: Digital Maps: Use digital map making. Zoom in</p>	<p>ICT: Digital Maps: Use digital map making.</p>	<p>ICT: Digital Maps: Combine area and point markers to</p>	<p>ICT: Digital Maps: Combine area and point</p>

	<p>Find the countries of the UK and their capitals. Find Liverpool on map. Use digital camera to photograph the locality for use in class room.</p>	<p>Use digital photography to take pictures of locality and use in class room to compare with pictures of contrasting area. <i>(Coll)</i> Use aerial photos to note land use. Place on the map a compass and use NSEW for directions following a route. <i>(Trip out)</i></p>	<p>and out of maps. Add labels and text to maps and use grid reference tool to record location.</p>	<p>Zoom in and out of maps. Add labels and text to maps and use grid reference tool to record location. Highlight and area on the map and using the area measurement tool measure it..</p>	<p>illustrate a theme. <i>Illustrate a story (literacy link)</i> Use maps to research factual information about locations and features.</p>	<p>markers to illustrate a theme. <i>Illustrate a story (literacy link)</i> Use maps to research factual information about locations and features. Use 6 figure grid reference on digital maps and use linear and area measuring tool.</p>
	<p>Gathering information: Listen to an adult asking another child or adult about familiar environments.</p>	<p>Gathering information: Ask a familiar person some prepared questions. Use pro-forma and put ticks in boxes.</p>	<p>Gathering information: Gain confidence in speaking to people during the investigation and telling others about what they have discovered.</p>	<p>Gathering information: Suggest questions to ask as part of their investigation using appropriate geographical language. Record findings soon after gathering them and use a database to present findings.</p>	<p>Gathering information: Prepare questions for and interview using appropriate geographical language. Asking questions that are responsive to the interviewee's views. Make notes to help them when recording information on a data base where they will interrogate and amend information collected.</p>	<p>Gathering information: Select interviewing as an appropriate method for collecting evidence. Decide on an appropriate interviewee. Prepare and carry out interview in informal or formal situation. Evaluate the evidence. Use a data base to interrogate and amend info collected.</p>
	<p>Sketching: Draw simple features they observe in their environments. Add colour and</p>	<p>Sketching: Draw and outline simple observed features. Add colour, texture and detail to</p>	<p>Sketching: Draw a sketch from a simple feature or photo. Add texture, detail and colour to own sketches.</p>	<p>Sketching: Use a viewfinder to pick out key features in the field and sketch what they see</p>	<p>Sketching: Draw to scale using squared paper. (1:2, 1:5, 1:10) Evaluate their sketch against criteria and improve it.</p>	<p>Sketching: Select sketching from a range of techniques for an investigation. Draw to scale using squared paper. (1:2, 1:5, 1:10) Evaluate quality</p>

	texture to prepared sketches.	sketches. Join labels to correct features.	Draw to scale using squared paper. (1:2)	using explanatory labels. Add title, location and direction of sketch.	Use sketches as evidence in an investigation.	of the evidence it gives. Annotate sketches to describe and explain geographical processes and patterns.
	Audio/visual: Recognise a photo taken by the teacher as a record of what they have seen.	Audio/visual: Use a camera in the field to help record what seen. Label photo with help. Recognise the features/activities/sounds on a recording taken by the teacher.	Audio/visual: Point out useful view to photograph in investigation. Recognise use of photography in investigations. Label photographs with location and date.	Audio/visual: Suggest how photos provide useful evidence and what sounds/images to record during investigation. <i>(Mers ey</i> Use a camera independently. Locate places photos taken of on map. Annotate photo.	Audio/visual: Make judgements about correct angle or view point. Evaluate usefulness of photos. Use recordings for their investigations.	Audio/visual: Select photography as an appropriate way to gather evidence needed. Evaluate the quality of this evidence. Begin to use editing techniques to make a presentation recording. Evaluate the quality of evidence gathered by recording.
Simple statements "That is big" Simple statements "That is big"	Measurement: use every day language to describe features. <i>E.g bigger, smaller than.</i>	Measurement: Use every day non-standard units. Count the number of things.	Measurement: Use every day standard and nonstandard measurement and begin to organise recordings. <i>(Measure rainfall and temperature)</i>	Measurement: Use easy to read instruments, use a tally and record on a spreadsheet.	Measurement: Use a range of measuring instruments in investigations.	Measurement: Select a range of measuring instruments to use in investigation. Design own census piloting and evaluating it.

Understanding of place:

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Notices detailed features of objects in their environment (22-36m) Can talk about some of the things they have observed such as	Talk about where they live, about their homes and families. What type of buildings there are and what type of land use there	Compare and contrast 2 British localities (Liverpool/Coll) Note what they like and dislike about the areas. Compare features and jobs	Record on a map the key cities, rivers and mountains of the UK. Locate the countries of Europe on a map.	Locate the countries, capital cities and main rivers of Europe. Locate countries in South America. Recording capitals and main physical features.	Name and locate continents and oceans, longest rivers for each continent, the largest seas . Locate the countries of North and South America on maps recording major cities,	Name and locate the 6 highest populated countries in the world. Locate the countries of origin of the main ethnic groups of UK. Know the significance of the Arctic and Antarctic

<p>plants, animals and natural objects. (30-50) To talk about features in their own environment and how environments might vary from one another (World-ELG) Talk about similarities and differences in relation to places, objects, materials and living things. (World-ELG) Know some similarities and differences between world around them and contrasting environments drawing on experiences and what has been read in class. Knows there are different countries in the world and can talk about differences from photos.</p>	<p>is. E.g built up, farm, wood. Know their address. Talk about and find way around school being aware of the people who work there and the equipment and where it is found. Make a simple comparison between England and a contrasting country in the world. <i>E.g Gambia/Brazil/India.</i></p>	<p>Describe Physical and human features. <i>E.g. forest, cliff, factory, shop, school or city.</i></p>	<p>Use term Northern Hemisphere. Record key physical features and environmental regions Note similarities and differences with UK. Look at topographical features of UK and land use patterns of areas I am studying. (<i>Eg why was Merseyside not Birmingham the launch site</i>)</p>	<p><i>Eg. Amazon rain forest.</i> Note similarities and differences with UK Know the significance of the Equator. Know why some places are linked. (<i>food, travel between UK and S.America</i>) Note geographical similarities and differences. Know about economic and trade links for the key places studied. Locate on the map of UK longest rivers, their capital cities, seas around its coast and mountain ranges. Look at topographical features of UK and land use patterns of areas I am studying, using maps, digital technology, sketches and plans (<i>Merseyside River basin</i>)</p>	<p>rivers and environmental regions. Know how places fit into wider geographical area. Understand the interaction between physical and human processes and features explaining the key aspects of human and physical geography. Note similarities and differences with UK. Know the significance of the tropic of Cancer and Capricorn. Know the significance of longitude and latitude.</p>	<p>circles. Know the significance of longitude and latitude. Find the places of origin of the main ethnic groups in Britain/school. (Link Global Studies) Securely understand how and why the UK's human features, geographical regions, topographical features and land use patterns have changed over time (Note especially the local area). How has human and physical interaction caused this? Examine and explain key aspects of human geography. (settlement, land use)</p>
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Enquiry

EYFS	Year 1	Year2	Year3	Year4	Year 5	Year 6
<p>What is that? What has changed? <i>(Nature walks)</i></p> <p>Is it raining/sunny? What is that? What has changed? <i>(Nature walks)</i></p> <p>Is it raining/sunny? <i>Undersatand some important processes and changes in the natural world around them including seasons and changing states of matter. (snow/ice)</i></p> <p><i>Uses all senses when exploring natural materials indoors and outside and can attempt to describe it.</i></p> <p><i>Explores and responds to natural phenomena in their setting or on trips.</i></p>	<p>Ask what a place is like. Tell others what they like and dislike about place. Make observations about where things are when investigating their surroundings. Note airport, factories, river, farmland etc.</p> <p>Note basic weather each day with day and month noting the seasons.</p>	<p>Use words, picture, bar charts and pictograms to help describe a place.</p> <p>Observe weather and its changes. Make observations and ask simple geographical questions.</p> <p>Identify weather and seasonal changes in UK.</p>	<p>Begin to ask/initiate geographical questions. Investigate places and themes at more than one level. Collect and record evidence with help. Begin to analyse information. <i>(Titanic study)</i> Using gathered weather info from weather station explore amount of rainfall throughout year. <i>(Info gathered during play by chosen class reps)</i></p>	<p>Ask and respond to questions and offer own ideas. Investigate places and themes at more than one level. Collect and record evidence with some help. Analyse evidence and draw conclusions. <i>(E.g. Where are the rainforests?)</i> Using gathered weather info from weather station explore changing weather. <i>(Info gathered during play by chosen class reps)</i></p>	<p>Begin to suggest questions for investigating. Investigate places with more emphasis on the larger scale; contrasting and distant places. Analyse evidence and draw conclusions. <i>(E.g. Compare historical maps of different scales , or how the temperature of various locations influence peoples everyday life.Everest/Americas)</i></p> <p>Use info from weather station to draw conclusions on pattern of weather. <i>(Info gathered during play by chosen class reps)</i></p>	<p>Suggest questions for investigating places with more emphasis on the larger scale using contrasting and distant places. Analyse evidence and draw conclusions. <i>(E.g. From field work data or temperature and rainfall study)</i></p> <p>What will Liverpool be like in the future?</p> <p>Use info from weather station to make a careful measurement of rainfall and temperature and record findings appropriately using sketch maps, graphs, plans and digital technology.</p>

Environment

EYFS	Year 1	Year2	Year3	Year4	Year 5	Year 6
<p>Looks closely at similarities and differences, patterns and change. (40-60) To make observation of the environment and talk about why somethings occur and talk about changes. (World-ELG) Explore the natural world around them making observations and drawing pictures.</p> <p>Plants seeds and cares for growing plants.</p>	<p>To know about features of the local environment and express their views on it. Know the seasons of year. Know where on the globe is cold and where is hot. (introduce term equator and poles)</p>	<p>Suggest ways of improving the local environment.</p>	<p>Summarise an environmental issue in local area and give point of view. (<i>literacy/science link</i>) Show an understanding of earthquakes and volcanoes, what causes them and what effect they have on the human and physical locality. Can we reduce climate change?</p>	<p>Identify parts of a river and understand how it effects land use. Look at erosion, deposition and how flooding effects people. Noting the water cycle processes. Describe and show an understanding of biomes and vegetation belts.</p>	<p>Describe different points of view in an environmental issue effecting Liverpool/Merseyside. (<i>literacy link</i>) Give opinion and reasons.</p>	<p>Describe and show an understanding of climate zones and the environment they cause.</p>

All years need to use maps, globes, digital maps and atlases to locate places across the subjects. (OS maps scales 1:1250, 1:2500, 1:10,000, 1:25,000, 1:50,000)