



Crossflatts Geography Curriculum – Geographical Skills and Field Work

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<i>Vocabulary</i>	Up, down, beside, above, below. First, next, last, beginning, middle, end. Direction, follow, place.	Position Direction Key Identify Aerial Observational	Map, globe, atlas, aerial, key, compass, North, South, East, West, direction, left, right, route		Cardinal points Compass East North South West Pole Star Column grid reference row	Urbanisation Compass Grid reference Ordnance survey Human features Physical features	Grid references, co-ordinates, global positioning satellite,
<i>N.C. Objectives</i>	Use basic maps. Create basic maps to show where objects are located.	Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. 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.		Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. 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.			
<i>Key Learning/ Evidence of working at the expected standard.</i>	Know what a map is and how they are used. Follow simple maps. Make a map of my immediate area – including classroom, school grounds, home. Use Google earth, as a group, to discuss journeys (e.g. school trips).	Understand that a map shows me where places are and how to find them. Use aerial photographs and simple plan views of Crossflatts to identify features of the local area (e.g. school, river, road, canal etc). Make a simple key for a map. Use a map to locate the 4 countries of the United Kingdom. Follow directions including N,S,E,W to gain a basic understanding of the compass points. Use locational and directional language (e.g. near and far) to describe features on a map.	Use atlases and globes to locate the continents of the world. Use simple atlases and globes to locate places that are being studied (e.g. Tanzania). Locate the equator on a map. Locate the five oceans of the world on a map. Use a key on a map. Follow a route on a map using N,S,E,W to develop understanding of compass points. Use locational and directional language (e.g. near and far, left and right to describe a route on a map). Label features on plans, maps and photographs.	Know the 8 points of the compass. Use the 4 points of the compass well to give and follow directions. Use letters or number coordinates to locate features on a map Use large scale OS maps Use atlases to find out about other features of places eg mountains Use satellite images and aerial photographs to extend learning within topic Analyse evidence and draw conclusions e.g. make comparisons with two locations using photos pictures, temperatures, and location. Draw a sketch of a simple feature from an observation or photo	Use the 8 points of the compass to give and follow directions. Use letters or number coordinates to locate features on a map confidently Begin to recognise symbols on a OS map Use large and medium scale OS maps Use atlases to find out about other features of places eg rivers Use satellite images and aerial photographs to extend learning within topic Analyse evidence and draw conclusions e.g. make comparisons between locations, photos, pictures, maps Begin to draw a sketch map from a high viewpoint	Use the 8 points of the compass to give and follow directions using simple maps. Begin to use four figure coordinates to locate features on a map Recognise and use OS map symbols Use medium scale land range OS maps Use atlases and globes to find out about other features of places e.g. volcanoes Create maps using aerial photographs and satellite images. Analyse evidence and draw conclusions e.g. compare historical maps of varying scales, temperature of various locations, influence on people everyday life Use a variety of sources of evidence to express views about the local area	Use the 8 points of the compass to give and follow directions using more complex maps. Begin to use six figure coordinates to locate features on a map Recognise and use OS map symbols and describe features shown on an OS map Draw and use maps and plan in a range of scales Create maps using aerial photographs and satellite images. Analyse evidence and draw conclusions e.g. field work, data on land use, comparing land use data, look at patterns and explain reasons behind it Draw a sketch of key features of topic studied with increasing accuracy.



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		<p>Use a basic atlas to locate the United Kingdom on a world map.</p> <p>Investigate the school and its grounds.</p> <p>Express own views about places in the local area.</p> <p>Draw simple features observed in the local area.</p>	<p>Use aerial photographs and plan views to locate features of the United Kingdom.</p> <p>Use field work and observation to study the area that surrounds our school.</p>	<p>Make a map of a short route experienced with features in correct order</p> <p>Begin to make plan views</p> <p>Use thematic maps.</p> <p>Use maps sites on internet.</p>	<p>Begin to draw simple thematic maps.</p> <p>Draw plan views with increasing accuracy.</p> <p>Use maps sites on internet.</p> <p>Read a simple scale on a map and describe a route stating how far and in what direction you would need to travel to get there.</p>	<p>Use a database to interrogate and amend data collected from fieldwork</p> <p>Draw a variety of thematic maps.</p> <p>Use sketches as evidence in an investigation in the local area</p> <p>Draw a plan view accurately.</p> <p>Use maps sites on internet.</p>	<p>Select and use a range of measuring instruments and investigations</p> <p>Draw a variety of thematic maps based on their own data</p> <p>Draw a sketch map using symbols and a key</p> <p>Draw plans of increasing complexity</p> <p>Use maps sites on internet.</p>
<p><i>Possible evidence of greater depth understanding</i></p>	<p>Create a key for a map.</p>	<p>Can use a map to locate landmarks and places describe and compare routes between places suggesting how the routes are different and which may be preferable.</p> <p>Can draw a detailed map of an imaginary place, communicate meaning through picture symbols, describe how features relate to one another and can describe how you could use the map to get from one point to another</p>	<p>Can use aerial photographs and OS maps of the immediate school locality to find landmarks and plan routes confidently using directional language. Can state which map they would prefer to use on the walk and why, talking about similarities and differences. Can produce an accurate map of a real or imaginary place using symbols to represent landmarks and use the points of the compass to describe how you travel from point to point. Can use the map to devise alternative routes using directional language if one route were to become impassable.</p>	<p>Can use a map with a grid to find features relate them back to the key and use 8 point compass to describe where things are located relative to one another such as NE, SE, W etc...</p> <p>In addition, can create their own grid and map with symbols to communicate clearly to a map user where things are located relative to one another.</p>	<p>Can identify the major roads, direction of travel and distance using the scale bar of a road atlas between School, Bradford and Leeds</p> <p>Can use the OS map to locate key features in and around Crossflatts and make accurate 4 figure grid references.</p> <p>Can describe a walk and predict features that may be seen around Crossflatts, including direction of travel and 4 figure grid references.</p>	<p>Can appraise the relative strengths and weaknesses of two maps drawn of the same area. eg – detailed drawings v map symbols; more sophisticated grid referencing system v simple grid referencing system; no scale v scale etc...</p>	<p>Contingency planning in an emergency.</p> <p>Children to come up with additional things that could be useful. eg. alternative routes if the Bingley bypass were to have road works, location of possible service stations on route in case of an emergency, location of nearest hospital etc...</p> <p>Alternative itinerary with mapping references if there is a foot and mouth outbreak and you cannot do the walk etc...</p>