

# Brookside School - Primary Progression Map for Geographical Map and Fieldwork Skills

		EYFS	KS1	Y3/4	Y5/6
Change & Sustainability	Change & Human Impact	<ul style="list-style-type: none"> <li>Identify how a place has changed</li> <li>Identify how people have changed a place or feature</li> </ul>	<ul style="list-style-type: none"> <li>Explain how some people spoil an area</li> <li>Explain how some people try to make an area better</li> </ul>	<ul style="list-style-type: none"> <li>Suggest ways a location could be changed and/or improved</li> <li>Explain how a location has changed over time (physical and human elements)</li> <li>Explain how people are trying to manage and sustain or improve their environment</li> </ul>	<ul style="list-style-type: none"> <li>Explain what a place might be like in the future taking account of issues impacting on a human and/or physical feature</li> <li>Identify ways in which humans have both improved and damaged the environment and suggest responses</li> <li>Explain how some human activity has caused damage to the environment</li> </ul>
	Personal Viewpoint	<ul style="list-style-type: none"> <li>Identify which bits of a place they like</li> <li>Identify which bits of a place they don't like or feel worried or unhappy in</li> </ul>	<ul style="list-style-type: none"> <li>Say what they like about their locality</li> <li>Say what they don't like about their locality</li> <li>Say what they like about another locality</li> <li>Say what they don't like about another locality</li> </ul>	<ul style="list-style-type: none"> <li>Identify different viewpoints on a geographical issue or feature</li> </ul>	<ul style="list-style-type: none"> <li>Explain why people may have different viewpoints on a geographical issue or feature</li> <li>Explain why people are attracted to live by specific geographical (physical and human) features</li> <li>Explain the negative impact of living by specific geographical (physical and human) features</li> </ul>
Possible Questions	Change & Human Impact	What has changed? Who changed it?	What has changed? What caused a change? How are people trying to make something better?	How has a locality changed over time? What are the different views about an environmental issue? How could a locality be changed and improved? What might it might like in a locality in the future?	How has a locality changed over time? How can people manage their environment? How do people affect the area – positively or negatively? How can natural resources be sustained? How is it linked to other places? How has human activity caused an environment to change?
	Personal Viewpoint	What do you like about...? What do you not like about...?	What do you like/dislike about a locality?	Why do people like living in a village like East Leake? Why are people attracted to live in cities?	How could a locality be changed and improved? Why might people be attracted to live by e.g. rivers, coasts?



# Brookside School - Primary Progression Map for Geographical Key Concepts: Human

	EYFS	KS1	Y3/4	Y5/6
<b>Human</b>	<ul style="list-style-type: none"> <li>• Identify things in a location that have been made by people</li> <li>• Identify a journey they go on</li> <li>• Start to identify and name features such as those listed in KS1</li> </ul>	Identify, describe and understand key human features such as: house, bungalow, flat, detached, semi-detached, terrace, shop, park, village, city, town, village, capital, building, factory, farm, factory, office, canal, railway, transport (including types), bridge, tunnel, roads, motorway, station, airport, port, harbour	Describe, understand and compare key aspects of: <ul style="list-style-type: none"> <li>• types of settlement</li> <li>• land use</li> <li>• food</li> <li>• trade links</li> </ul>	Describe, understand and compare key aspects of: <ul style="list-style-type: none"> <li>• types of settlement</li> <li>• land use</li> <li>• trade links</li> <li>• energy types and usage</li> <li>• economic activity</li> </ul>
<b>Possible Questions</b>	What things have been made by people?	What facilities might a town or village need? What types of buildings/housing is in this locality? What might they wear if they lived in a very hot or very cold place?	What types of buildings/housing is in this locality? What is the infrastructure like e.g. roads, railways, facilities, electricity? Why does a locality have certain human features? How do people use the key features of the land?	How does a location fit into its wider geographical location with reference to human and economical features? What might a place be like in the future, taking account of issues impacting on human features? What are the key imports /exports for a locality? How are people are trying to manage their environment?

	EYFS	KS1	Y3/4	Y5/6
<b>Physical</b>	<ul style="list-style-type: none"> <li>• Identify things in a location that are living (not human made)</li> <li>• Describe the weather and name different types of weather</li> <li>• Identify how the weather changes what they do</li> <li>• Start to identify and name physical features such as those listed in KS1</li> </ul>	<ul style="list-style-type: none"> <li>• Identify, describe and understand key aspects of seasonal &amp; daily weather patterns (UK &amp; local scales)</li> <li>• Identify hot &amp; cold areas of the world</li> <li>• Identify, describe and understand key physical features such as: hill, stream, slope, river, lake, sea, ocean, island, waves, land, soil, rock, beach, mountain, wood, forest, cliff, coast, valley, season, weather</li> <li>• Identify the basic biomes (water/aquatic, land/terrestrial)</li> </ul>	<p>Describe, understand and compare key aspects of:</p> <ul style="list-style-type: none"> <li>• climate zones,</li> <li>• biomes, (aquatic, desert, forest, tundra, grassland)</li> <li>• vegetation belts,</li> <li>• mountains,</li> <li>• volcanoes,</li> <li>• earthquakes,</li> </ul>	<p>Describe, understand and compare key aspects of:</p> <ul style="list-style-type: none"> <li>• the water cycle</li> <li>• rivers</li> <li>• coasts</li> <li>• distribution of natural resources</li> </ul>
<b>Possible Questions</b>	<p>How do you get to school?            What do you see on your journey?            Can you describe what you can see?            What is the weather like today?</p>	<p>What season is it now? How do we know?            What is your address?            What key physical features can they see in the place they live e.g. river, hills etc?            Can you describe a given place (non-European)?            Can you describe features associated with an island?            Can you find the longest/shortest route?            What makes a locality special?</p>	<p>How are climate, plants and animals connected?            How does extreme weather affect us?            How are mountains / volcanoes / earthquakes created?            Which natural disasters are known to happen here?            Why is Germany a popular holiday destination?</p>	<p>Where does our water come from?            Why do people's lives vary due to the weather?            Why have people always settled along the rivers and streams of the world?            Why have people always settled along the coasts of the world?</p>

# Brookside School - Primary Progression Map for Geographical Key Concepts: Space & Scale

	EYFS	KS1	Y3/4	Y5/6
<b>Space &amp; Scale</b>	<p>Name and identify:</p> <ul style="list-style-type: none"> <li>• their home</li> <li>• their school</li> <li>• their village</li> <li>• their country</li> </ul> <p>Identify forward, backward, left and right</p>	<p>Name and identify/locate:</p> <ul style="list-style-type: none"> <li>• North and South Poles,</li> <li>• Equator,</li> <li>• 4 Compass points N, S, E, W</li> <li>• 7 continents,</li> <li>• 5 oceans.</li> <li>• 4 countries of UK</li> <li>• Capitals of UK</li> <li>• UK surrounding seas</li> <li>• Where they live</li> </ul>	<p>In addition to KS1 name and identify/locate:</p> <ul style="list-style-type: none"> <li>• N. &amp; S. hemispheres</li> <li>• Tropics Cancer &amp; Capricorn</li> <li>• Arctic and Antarctic Circle</li> <li>• 8 Compass points</li> <li>• 4 figure grid references</li> <li>• Key countries studied (Including capitals)</li> <li>• Key European countries (Including capitals)</li> <li>• Regions of Americas</li> <li>• Key physical features of countries and regions studied (rivers, lakes, seas, mountains, rainforest, deserts, etc)</li> <li>• Key human characteristics of countries and places studied (Eiffel Tower, Egyptian Pyramids, Athens Acropolis, Rome Colosseum, Taj Mahal, Tower Bridge, Sydney Harbour Bridge, etc)</li> </ul>	<p>In addition to KS1 and Yr3/4 name and identify/locate:</p> <ul style="list-style-type: none"> <li>• Latitude and longitude</li> <li>• Prime / Greenwich Meridian &amp; time zones</li> <li>• 8 Compass points</li> <li>• 6 figure grid references</li> </ul> <p>Continue to extend:</p> <ul style="list-style-type: none"> <li>• Key countries studied (Including capitals)</li> <li>• Key European countries (Including capitals)</li> <li>• Regions of Europe, other continents studied</li> <li>• Key physical features of countries and regions studied (rivers, lakes, seas, mountains, rainforest, deserts, etc)</li> <li>• Key human characteristics of countries and places studied (Eiffel Tower, Egyptian Pyramids, Athens Acropolis, Rome Colosseum, Taj Mahal, Tower Bridge, Sydney Harbour Bridge, etc)</li> </ul>
<b>Possible Questions</b>	<p>Where is it? What is it like?</p>	<p><b>C</b>ontinent- Which continent is it in?  <b>O</b>ceans and seas – Which oceans and seas are nearby?  <b>W</b>eather- What is the weather like there? Is it hot or cold there? Is it near the Equator or the poles?  <b>W</b>ho and What – Who (people) and what (animals and plants) live there?  <b>S</b>ee – What would we see there? What is natural? What has been made by humans?</p> <p>What is your address?          What country do you live in? What is the capital?          Can you describe a given place (non-European)?</p>	<p><b>H</b>emisphere – Which hemisphere is it in?  <b>O</b>ther places – where is it in relation to other places we have studied or know about, including countries and continents (using 8 points of a compass)?  <b>T</b>ime zone – Which time zone (s) is it in?  <b>C</b>limate – Which climate zone(s) is it in? (Tropical/Dry/Temperate/Continental/Polar)  <b>U</b>s – Where is it in relation to our village/town/city/county/country?  <b>B</b>odies of water – Which bodies of water are nearby?</p> <p>How is it similar/different to other places?          How am I linked with people and environments in other places?</p>	<p><b>See Y3/4</b>          Where are things located in this place? (developing the concepts of order and pattern?)          What biome(s) is this place located in?</p>

	EYFS	KS1	Y3/4	Y5/6
Map Skills	<ul style="list-style-type: none"> <li>• Know about similarities and differences in relation to places, objects, materials and living things</li> </ul>	<ul style="list-style-type: none"> <li>• Use world maps, atlases and globes to identify the UK, its countries &amp; surrounding seas</li> <li>• Name and locate 7 continents and 5 oceans</li> <li>• Identify the location of hot and cold areas of the world in relation to the equator and N/S Poles</li> <li>• Use simple compass directions (N,S,E,W) and locational &amp; directional language (e.g. near and far, left and right) to describe location of features and routes on a map</li> <li>• Devise a simple map</li> <li>• Use and construct symbols in a key</li> </ul>	<ul style="list-style-type: none"> <li>• Use world maps, atlases and globes to identify hemispheres, the Equator, tropics of Cancer and Capricorn and Arctic and Antarctic regions.</li> <li>• Name and locate counties and cities of the UK, geographical regions, key topographical features and land-use patterns including changes over time</li> <li>• Name and locate many of the world's most famous mountain regions on a map</li> <li>• Know the eight points of a compass (N, NE, E, SE, S, SW, W, NW)</li> <li>• Begin to use 4 figure grid references</li> <li>• Use basic OS map symbols</li> <li>• Begin to use the scale bar to estimate distances</li> <li>• Make a map of a short route with features in the correct order.</li> <li>• Begin to use computer mapping</li> </ul>	<ul style="list-style-type: none"> <li>• Use world maps, atlases and globes to locate the world's countries focusing on Europe (including the location of Russia), North America and South America concentrating on their environmental regions, countries and major cities</li> <li>• Identify the position and significance of latitude, longitude, the Prime/Greenwich Meridian and time zones (including day and night) on a globe or atlas</li> <li>• Name and locate many of the world's most famous rivers on a map</li> <li>• Use the eight points of a compass (N, NE, E, SE, S, SW, W, NW)</li> <li>• Begin to use 6 figure grid references</li> <li>• Use symbols and keys including those on OS maps</li> <li>• Use maps with a range of scales</li> <li>• Follow a route on 1:50 000 OS map</li> <li>• Use digital mapping</li> </ul>
Fieldwork Skills	<ul style="list-style-type: none"> <li>• Talk about past and present events in their own lives and in the lives of family members</li> <li>• Talk about the features of their own immediate environment and how environments might vary from one another</li> </ul>	<ul style="list-style-type: none"> <li>• Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</li> <li>• Begin to use fieldwork (e.g. sketching, photographing) and observational skills to study the geography of school and its grounds, and the key human and physical features of its surrounding environment</li> </ul>	<ul style="list-style-type: none"> <li>• Use fieldwork skills of surveying, interviewing, photography and observations to understand how a locality has changed over time</li> <li>• Create sketch maps</li> <li>• Begin to measure, record and present the human and physical features in the local area using a range of methods, including plans and graphs, and digital technologies</li> </ul>	<ul style="list-style-type: none"> <li>• Make detailed sketches and plans</li> <li>• Devise geographical questions to guide research</li> <li>• Use data from text, images and maps to make meaning and draw reasonable conclusions</li> <li>• Understand land height is shown on OS maps using contour lines</li> <li>• Describe and interpret relief features</li> </ul>