Shadsworth Junior School Progression Document for: Geography Fieldwork				
	Geographical Skills: Enquiry and Investigation	**Geography Skills: Fieldwork**	**Geographical Skills: Interpret a Range of Sources of Geographical Information**	**Geographical Skills: Communicate Geographical Information**
Year 3	Ask and answer more searching geographical questions when investigating different places and environments. Identify similarities, differences and patterns when comparing places and features.	Observe, record, and name geographical features in their local environments.	Use a range of sources including digital maps, atlases, globes and satellite images to research and present geographical information. Use the eight compass points and recognise some Ordnance Survey symbols on maps	Express their opinions on environmental issues and recognise how people can affect the environment both positively and negatively. Communicate geographical information through a range of methods including the use of ICT.
Year 4	Ask and respond to more searching geographical questions including 'how?' and 'why?' Identify and describe similarities, differences and patterns when investigating different places, environments and people.	Observe, record, and explain physical and human features of the environment, using a range of methods e.g. sketch maps, plans and digital technologies.	Use a range of sources including digital and Ordnance Survey maps, atlases, globes and satellite images to research geographical information. Recognise Ordnance Survey symbols on maps and locate features using four-figure grid references.	Express their opinions on environmental issues and recognise that other people may think differently. Communicate geographical information through a range of methods including digital maps, plans, graphs and presentations.
Year 5	Ask and respond to questions that are more causal e.g. Why is that happening in that place? Could it happen here? Recognise geographical issues affecting people in different places and environments.	Observe, measure, and record human and physical features using a range of methods e.g. sketch maps, plans, graphs, and digital technologies.	Use a range of maps and other sources of geographical information and select the most appropriate for a task. Demonstrate an understanding of the difference between Ordnance Survey and other maps and when it is most appropriate to use each.	Express and explain their opinions on geographical and environmental issues and recognise why other people may think differently. Choose from a range of methods e.g. digital maps, plans, graphs and presentations when communicating geographical information.
Year 6	Ask and respond to questions that are more causal e.g. What happened in the past to cause that? How is it likely to change in the future? Make predictions and test simple hypotheses about people, places and geographical issues.	Use a range of numerical and quantitative skills to analyse, interpret and present data collected from fieldwork observations, measurements and recordings.	Interpret a wider range of geographical information and maps including scale, projections, thematic, and digital maps. Recognise an increasing range of Ordnance Survey symbols on maps and locate features using six-figure grid references.	Develop their views and attitudes to critically evaluate responses to local geographical issues or global issues and events. Communicate geographical information using a wide range of methods including writing at increasing length.

Shadsworth Junior School
Progression Document for: Geography Mapping Skills

	Direction/Location	Drawing maps	Representation	Using maps	Style of maps
Year 3	Use 4 compass points to follow/give directions: Use letter/no. coordinates to locate features on a map.	Try to make a map of a short route experienced, with features in correct order; Try to make a simple scale drawing.	Know why a key is needed. Use standard symbols.	Locate places on larger scale maps e.g. finding the UK on a map of Europe. Follow a route on a map with some accuracy. (e.g. whilst orienteering)	Use large scale OS maps. Begin to use map sites on internet. Begin to use junior atlases. Begin to identify features on aerial/oblique photographs.
Year 4	Use 4 compass points well: Begin to use 8 compass points; Use letter/no. coordinates to locate features on a map confidently	Make a map of a short route experienced, with features in correct order; Make a simple scale drawing.	Know why a key is needed. Begin to recognise symbols on an OS map.	Locate places on large scale maps, (e.g. Find UK or India on globe) Follow a route on a large scale map.	Use large and medium scale OS maps. Use junior atlases. Use map sites on internet. Identify features on aerial/oblique photographs.
Year 5	Use 8 compass points; Begin to use 4 figure coordinates to locate features on a map.	Begin to draw a variety of thematic maps based on their own data.	Draw a sketch map using symbols and a key; Use/recognise OS map symbols.	Compare maps with aerial photographs. Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.) Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world)	Use index and contents page within atlases. Use medium scale land ranger OS maps.
Year 6	Use 8 compass points confidently and accurately; Use 4 figure co-ordinates confidently to locate features on a map. Begin to use 6 figure grid refs; use latitude and longitude on atlas maps.	Draw a variety of thematic maps based on their own data. Begin to draw plans of increasing complexity.	Use/recognise OS map symbols; Use atlas symbols.	Follow a short route on an OS map. Describe features shown on OS map. Locate places on a world map. Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns)	Use OS maps. Confidently use an atlas. Recognise world map as a flattened globe.