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|  | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Fieldwork | Grounds walks | Seasonal walks | Ashton Park | Thurstaston – River Dee | Hilbre comparison – River Mersey | River Dee – Chester | West Kirby |
|  | Investigate their surroundings.  Children are encouraged ask simple geographical questions; Where is it? What's it like?  Explore their immediate surroundings – classroom and school building. | Teacher led enquiries; ask and respond to simple closed questions.  Investigate their surroundings. Make observations about where things are e.g. within school or local area. Observe seasonal and daily weather patterns.  Children ask simple geographical questions; Where is it? What's it like?  Begin to explore the school with a clearer understanding of geographical vocabulary. | Ask simple geographical questions; Where is it? What's it like? Investigate their surroundings. Make appropriate observations about why things happen. Make simple comparisons between features of different place.  Begin to explore the local area (Ashton Park). | Begin to ask/initiate geographical questions.  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.  Moving from the local area, begin to explore the coastline near to us (Thurstaston). | 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.  Building on Y3, explore the local coast further from where they are living (Hilbre Island / River Mersey) | Begin to suggest questions for investigating. Investigate places with more emphasis on the larger scale; contrasting and distant places. Collect and record evidence unaided.  Analyse evidence and draw conclusions. | Suggest questions for investigating. Investigate places with more emphasis on the larger scale; contrasting and distant places. Collect and record evidence unaided Analyse evidence and draw conclusions. |
| Secondary Sources |  |  |  |  |  |  |  |
|  | Begin to use non-fiction books, stories, maps, pictures/photos and the internet as sources of information. | Use non-fiction books, stories, maps, pictures/photos and the internet as sources of information. | Confidently use non-fiction books, stories, maps, pictures/photos and the internet as sources of information. | Begin to use primary and secondary sources of evidence in their investigations. | Use primary and secondary sources of evidence in their investigations. | Confidently use primary and secondary sources of evidence in their investigations. | Confidently use primary and secondary sources of evidence in their investigations, and understand their significance. |
| Map Reading & GIS |  |  |  |  |  |  |  |
|  | Use simple picture maps to move around their local environment (classroom & school grounds). Make and simply record some observations. | Understand use of simple directions, left, right up and down.  Building on EYFS, use a simple picture map to move around the school.  Recognise that a map is about a place.  Use own symbols to represent things.  Draw picture maps of imaginary places and from stories.  Learn some basic names of things within the UK. | Introduce north, south, east, west.  Use letter coordinates.  Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph).  Begin to understand the need for a key. Use class-agreed symbols to make a simple key.  Follow a route on a map.  Use a plan view and look down on objects to make a ‘plan view’.  Use an infant atlas to locate places.  Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map).  Find land/sea on globe.  Use teacher drawn base maps.  Use large scale OS maps  Use an infant atlas. | Use 4-point compass confidently.  Use letter/no coordinates.  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.  Follow a route on a map with some accuracy, e.g. whilst orienteering.  Begin to draw a sketch map from a high view-point.  Begin to identify points on maps A, B and C (introduction to the word coordinates).  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. | Continue to use 4-point compass confidently. Start to use 8-point compass.  Use letter/no coordinates – begin to use 4-figure grid references to locate certain features on a map.  Experience making a simple scale map of their own.  Use a key and justify their importance.  Locate larger places on a map.  Begin to understand boundaries that separate places.  Identify significant places. | Use 8 compass points.  Use 4 figure coordinates to locate features on a map.  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.  Begin to use atlases to find out about other features of places.  Measure straight line distance on a plan Find/recognise places on maps of different scales.  Draw a plan view map with some accuracy.  Identify significant places and environments.  Use index and contents page within atlases Use medium scale land ranger OS maps | Use 8 compass points confidently and accurately.  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.  Use a scale to measure distances Draw/use maps and plans at a range of scales.  Draw a plan view map accurately.  Confidently identify significant places and environments.  Use OS maps Confidently use an atlas. |