

Progression of Mapping and Fieldwork Skills EYFS to Year 6**EYFS**

Map Skills within topics are broken down into four areas: Environmental Awareness, Wayfinding, Map Competencies and Map Interpretation Skills.

Fieldwork in EYFS provides opportunities to freely explore their EYFS setting and outdoor area, and to make visits to places in the immediate vicinity of the school (e.g. local streets, park, shop, church or mosque). Children become familiar with these places through first-hand sensory exploration, observation and talk. They have opportunities to ask questions and follow their own interests. These early experiences will provide opportunities for language development as children name and describe what they see in discussion with peers and adults.

Map Skills	Fieldwork Skills	Fieldwork Techniques
<ul style="list-style-type: none"> ❖ Find out about the environment by talking to people, examining photographs, simple maps and visiting local places. ❖ Play with toy vehicles, people and animals on large floor playmat maps, using roads and paths with town and country features ❖ Make model layouts of places with toy furniture, buildings, vehicles, people and animals, which they can imagine themselves in and talk about as they play ❖ Use words like turn, left, forward, etc. ❖ Go on walks in the area immediately around the school and talk about the features they pass, then retrace those routes on other occasions pointing out features they notice which are familiar or new to them. ❖ Look at large-scale oblique and vertical aerial photographs of the local area, talk about features they can see and trace routes along roads ❖ Talk about what they can see on a large full-colour picture map of a fun place. ❖ Look at a large-scale map, drawn as a vertical view of the furniture in a room in school or of the features in a play area, then take the map into that area to find the features and point them out on the map and in the room. 	<ul style="list-style-type: none"> ❖ Explore their setting's outdoor area, noticing and naming its features (e.g. play equipment, different areas and surfaces, flower beds). ❖ Experience different weather conditions and their impact on the environment. ❖ Examine and discuss natural objects (e.g. leaves, twigs, stones). ❖ Explore the immediate local area through walks and visits to selected sites. 	<ul style="list-style-type: none"> ❖ Use small world play or the role play area to represent a visited place. ❖ Making drawings (e.g. of their favourite place in the outdoor area, what they saw at the park). ❖ Take digital photos (e.g. of a collection of natural objects, buildings in the locality). ❖ Sequence photos to recall features seen on a visit or short walk ❖ Draw a map (e.g. of the outdoor area). ❖ Count (e.g. cars parked at the start/end of the day). ❖ Express their feelings about places they visit, saying which features they like/dislike.

Progression of Mapping and Fieldwork Skills EYFS to Year 6**KS1: Year 1 and Year 2**

Map Skills within topics are broken down into four areas: Environmental Awareness, Wayfinding, Map Competencies and Map Interpretation Skills.

Fieldwork in KS1 encompasses exploration and imaginative engagement with outdoor environments as well as more structured enquiries, which involve the use of simple techniques to record field data to answer geographical questions. The school grounds and the local area within walking distance of the school provide many opportunities for children to plan and conduct simple geographical enquiries that involve fieldwork. Children also visit places that are different from the local area. Key stage 1 fieldwork involves opportunities for first-hand sensory exploration, observation and discussion with peers and adults.

Map Skills	Fieldwork Skills	Fieldwork Techniques
<ul style="list-style-type: none"> ❖ Use a range of simple maps and globes (including picture maps) at different scales. ❖ Use vocabulary such as bigger/smaller, near/far, larger/smaller, distant/ further. ❖ Know that maps give information about places in the world (where/what?). ❖ Locate land and sea on maps as well as continents and oceans. ❖ Use large scale maps and aerial photos of the school, local area and beyond. ❖ Recognise simple features on maps e.g. fields, water, buildings, roads and fields. ❖ Follow a route on a map starting with a picture map of the school. ❖ Recognise that maps need titles. ❖ Begin to recognise landmarks and basic human features on aerial photos. ❖ Know which direction is North, South, East and West on an OS map. ❖ Draw a simple map e.g. of a garden, a place in a story, a route map. ❖ Use and construct basic symbols in a map key with support. ❖ Know that symbols mean something on maps. ❖ Start to find a given OS symbol on a map with support. ❖ Begin to recognise maps need a key. ❖ Look down on objects and make a plan e.g. of the classroom or playground. 	<ul style="list-style-type: none"> ❖ Use simple fieldwork techniques such as observation and identification to study the geography of the school and its grounds as well as the key human and physical features of its surrounding environment. ❖ Begin to use cameras and audio equipment to record geographical features, changes, differences e.g. weather, seasons, vegetation, buildings etc. ❖ Use simple compass directions (NSEW). ❖ Use locational and directional language to describe feature and routes e.g. left/right, forwards and backwards ❖ Use aerial photos to recognise landmarks and basic human and physical features familiar to them. 	<ul style="list-style-type: none"> ❖ Use small world play, model making, or the classroom role-play area to represent a visited place (e.g. a shop, the library or Health Centre). ❖ Add details to a teacher-prepared drawing (e.g. doors, windows and other features to the outline of a house). ❖ Make annotated drawings to show variations (e.g. in a row of houses in a local street). ❖ Draw a freehand map (e.g. of the school grounds, local street or park). ❖ Relate a large-scale plan (e.g. of the school grounds or a local street) to the environment, identifying known features. ❖ Mark information on a large-scale plan (e.g. of the school grounds or a local street) using colour or symbols to record observations. ❖ Use a simple compass and cardinal compass directions (north, south, west, east). ❖ Take digital photos (e.g. of buildings in the locality, things seen on a bus journey). ❖ Make digital audio recordings when interviewing someone (e.g. shop worker, librarian, nurse) about their job. ❖ Collect quantitative data (e.g. to create a pictogram of favourite places to play or how pupils travel to school). ❖ Use a questionnaire (e.g. to find out the most popular options for improving playtimes). ❖ Collect and sorting natural objects (e.g. leaves, twigs, stones) to investigate their properties. ❖ Use simple recording techniques (e.g. smiley/sad faces worksheet) to express their feelings about a specific place and explaining why they like/dislike some of its features

Progression of Mapping and Fieldwork Skills EYFS to Year 6**LKS2: Year 3 and Year 4**

Map Skills within topics are broken down into four areas: Environmental Awareness, Wayfinding, Map Competencies and Map Interpretation Skills.

Fieldwork opportunities in LKS2 aim to enhance and enrich pupils' knowledge and understanding of places, and of physical, human and environmental geography, building on what they learn in KS1 by giving children opportunities to visit unfamiliar places to extend their knowledge and understanding of the wider world, and to develop and apply their fieldwork skills. LKS2 fieldwork continues to involve opportunities for first-hand sensory exploration, observation and discussion.

Mapping	Fieldwork Skills	Fieldwork Techniques
<ul style="list-style-type: none"> ❖ Use a wider range of maps (including digital), atlases and globes to locate countries and features studied. ❖ Use maps and diagrams from a range of publications e.g. holiday brochures, leaflets, town plans. ❖ Use maps at more than one scale. ❖ Recognise that larger scale maps cover less area. ❖ Make and use simple route maps. ❖ Begin to recognise patterns on maps and begin to explain what they show. ❖ Use the index and contents page of atlases. ❖ Label maps with titles to show their purpose ❖ Recognise that contours show height and slope. ❖ Use 2 and 4 figure coordinates to locate features on maps. ❖ Create maps of small areas with features in the correct place. ❖ Use plan views. ❖ Recognise some standard OS symbols. ❖ Link features on maps to photos and aerial views. ❖ With support make a simple scaled drawing e.g. of the classroom. ❖ Use a scale bar to calculate some distances ❖ Relate measurement on large scale maps to measurements outside. 	<ul style="list-style-type: none"> ❖ Begin to use the eight points of a compass. ❖ With support observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, cameras and other digital devices. ❖ Make links between features observed in the environment to those on maps and aerial photos. 	<ul style="list-style-type: none"> ❖ Make models, annotated drawings and field sketches to record observations. ❖ Draw freehand maps of routes (e.g. of a walk to a site in the local area). ❖ Relating a large-scale plan of the local area or fieldwork site to the environment, identifying features relevant to the enquiry. ❖ Record selected geographical information on a map or large-scale plan, using colour or symbols and a key. ❖ Take digital photos and annotate them with labels or captions. ❖ Make digital audio recordings for a specific purpose (e.g. traffic noise). ❖ Collect, analyse and present quantitative data in charts and graphs. ❖ Design and use a questionnaire to collect quantitative fieldwork data (e.g. to compare how far people travel to different types of shop). ❖ Design and conduct interviews (e.g. to investigate which spaces/places local people value). ❖ Using simple sampling techniques appropriately (e.g. time sampling when conducting a traffic survey). ❖ Using a simplified Likert Scale to record their judgements of environmental quality (e.g. in streets near the school). ❖ Develop a simple method of recording their feelings about a place or site.

Progression of Mapping and Fieldwork Skills EYFS to Year 6**UKS2: Year 5 and Year 6**

Map Skills within topics are broken down into four areas: Environmental Awareness, Wayfinding, Map Competencies and Map Interpretation Skills.

Fieldwork in UKS2 includes the use of more specific fieldwork techniques to record field data to answer geographical questions. The school grounds and the local area provide many opportunities for children to plan and conduct geographical enquiries that involve fieldwork. Upper key stage 2 children have more opportunities to visit unfamiliar places, including (wherever possible) a residential visit. Fieldwork continues to involve opportunities for first-hand sensory exploration, observation, and discussion with peers and adults.

Mapping	Fieldwork Skills	Fieldwork Techniques
<ul style="list-style-type: none"> ❖ Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied. ❖ Relate different maps to each other and to aerial photos. ❖ Understand the differences between maps e.g. Google maps vs. Google Earth, and OS maps. ❖ Choose the most appropriate map/globe for a specific purpose. ❖ Follow routes on maps describing what can be seen. ❖ Interpret and use thematic maps. ❖ Understand that purpose, scale, symbols and style are related with support. ❖ Identify, describe and interpret relief features on OS maps. ❖ Use six figure coordinates. ❖ Use latitude/longitude in a globe or atlas. ❖ Create sketch maps using symbols and a key. ❖ Use a wider range of OS symbols and know that different scale OS maps use some different symbols. ❖ Use models and maps to discuss land shape i.e. contours and slopes. ❖ Use the scale bar on maps. ❖ Read and compare map scales. ❖ Draw measured plans using modelled examples. 	<ul style="list-style-type: none"> ❖ Begin to use eight cardinal points to give directions and instructions. ❖ Observe, measure and record human and physical features using a range of methods including sketch maps, cameras and other digital technologies e.g. data loggers to record (e.g. weather) at different times and in different places. ❖ Interpret data collected and present the information in a variety of ways including charts and graphs. 	<ul style="list-style-type: none"> ❖ Make models, annotated drawings and field sketches to record observations. ❖ Drawing freehand maps (e.g. of a site they have visited). ❖ Relate large-scale plans to the fieldwork site, identifying relevant features. ❖ Record selected geographical data on a map or large-scale plan, using colour or symbols and a key. ❖ Take digital photos and annotate them with labels or captions. ❖ Make digital audio recordings (e.g. to create soundscapes). ❖ Collect, analyse and present quantitative data in charts and graphs. ❖ Design and use a questionnaire to collect qualitative data (e.g. to find out and compare pupils' views on plastic waste). ❖ Design and conduct fieldwork interviews (e.g. to establish the range of views local people hold about a proposed development). ❖ Use standard field sampling techniques appropriately (e.g. taking water samples from a stream). ❖ Design and use a tool to record their feelings about the advantages and disadvantages of a proposed development, for instance. ❖ Conduct a transect to observe changes in buildings and land use