

Geography at Alexandra Primary School: Geography skills and fieldwork

Year 2

To use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans.

To 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.

To 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.

To use simple fieldwork and observational skills to study the geography of their school and its grounds and key human and physical features of its surrounding environment.

Year 1

To ask simple geographical questions e.g. What is it like to live in this place?

To use simple observational skills to study geography of the school and its grounds.

To use simple maps of the local area.

To use locational and directional language (e.g. near and far, left and right) to describe the location of features and routes.

To make simple maps and plans.

Early Years

To notice detailed features of objects in my environment. To talk about some of the things I have observed such as plants, animals, natural and found objects.

Talk about the features of my own immediate environment and how environments might vary from one another? ELG

Year 3

To use and interpret maps, atlases, globes and digital/computer mapping to locate countries and key features.

To analyse evidence and draw conclusions e.g. make a comparison between locations using aerial photos/pictures e.g. population, temperature etc.

To ask and respond to geographical questions e.g. Describe the landscape, Why is it like this? How is it changing? What do you think about that?

To recognise that different people hold different views about an issue and begin to understand some reasons why.

To Communicate findings in ways appropriate to the task or for the audience.

To understand and use a widening range of geographical terms e.g. specific topic vocabulary

Year 4.

To understand and use a widening range of geographical terms e.g. specific topic vocabulary – contour, height, valley, erosion, deposition, transportation, headland, volcanoes, earthquakes etc.

To measure straight line distances using the appropriate scale.

To explore features on OS maps using four figure grid references.

To draw accurate maps with more complex keys.

To plan the steps and strategies for an enquiry.

Year 5

To understand and use a widening range of geographical terms e.g. specific vocabulary – climate zones, biomes and vegetation belts, rivers, mountains, volcanoes.

To use maps, atlases, globes and digital/computer mapping to locate countries and describe features

To 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

To use fieldwork to observe, measure, record and present human features using a range of methods, including sketch maps, plans and graphs, and digital technologies;

Year 6

To use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.

To 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. (India)

To use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

To understand and use a widening range of geographical terms e.g. specific topic vocabulary – urban, rural, land use, sustainability, tributary, trade links etc. 5. Use maps, charts etc to support decision making about the location of places e.g. new bypass.

Perform

Aspire

Succeed



START

The learning doesn't stop here!

GO

