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| **EYFS Areas of Study**  **Early Learning Outcome – People and Communities:**  Children talk about past and present events in their own lives and in the lives of family members. They know that other children don’t always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.  **Early Learning Outcome – The World:**  Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur and talk about changes. | | | | | | | | |
|  | | | **Y1** | **Y2** | **Y3** | **Y4** | **Y5** | **Y6** |
| **Skills and Techniques** | **Geographical enquiry** |  | I can ask and respond to simple closed questions.  I can use information books/pictures as sources of information.  I can investigate my surroundings  I can make observations about where things are e.g. within school or local area. | I can ask simple geographical questions; Where is it? What's it like?  I can use books, stories, maps, pictures/photos and internet as sources of information.  I can investigate my surroundings.  I can make appropriate observations about why things happen.  I can make simple comparisons between features of different places. | I can begin to ask/initiate geographical questions.  I can use books, stories, atlases, pictures/photos and internet as sources of information.  I can investigate places and themes at more than one scale.  I ca begin to collect and record evidence.  I can analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations. | I can ask and respond to questions and offer my own ideas.  I can extend to satellite images, aerial photographs.  I can investigate places and themes at more than one scale.  I can collect and record evidence with some aid.  I can analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps | I can begin to suggest questions for investigating.  I can begin to use primary and secondary sources of evidence in my investigations.  I can investigate places with more emphasis on the larger scale; contrasting and distant places.  I can collect and record evidence unaided.  I can analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life. | I can suggest questions for investigating.  I can use primary and secondary sources of evidence in my investigations.  I can investigate places with more emphasis on the larger scale; contrasting and distant places.  I can collect and record evidence unaided.  I can analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it. |
| **Direction/Location** | Use simple compass directions (locational and directional language, 4 point compass and 8 point compass). | I can follow directions (Up, down, left/right, forwards/backwards). | I can follow directions using vocabulary near, far, left, right, forwards, backwards. | I can use 4 compass points to follow/give directions.    I can begin to use 8 compass points.    I can begin to use 4 figure coordinates to locate features on a map. | I can use 8 compass points to follow/give directions.    I can use 4 figure coordinates to locate features on a map. | I can use 8 compass points to locate features and places.    I can use 4 figure co-ordinates confidently to locate features on a map.  I can begin to use 6 figure grid references. | I can use 8 compass points confidently and accurately.    I can use 6 figure co-ordinates confidently to locate features on a map.    I can begin to use latitude and longitude on atlas maps. |

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| **Skills and Techniques cont.** | **Drawing maps** | Use fieldwork to sketch maps and plans. | I can draw picture maps of imaginary places and from stories (Linked to Stopsley/Our school) | I can draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph). (Hot/Cold Places and Non-European study – Nigeria) | I can try to make a map of a short route experienced, with features in correct order. (Linked to Windsor Castle enrichment activity)  I can try to make a simple scale drawing. | I can make a map of a short route experienced, with features in correct order. (Linked to the school Environment)  I can make a simple scale drawing. | I can begin to draw a variety of thematic maps based on my own data. (Linked to different types of agriculture in East Anglia and Southern Italy) | I can draw a variety of thematic maps based on my data. (Linked to Biomes and Vegetation belts)    I can begin to draw plans of increasing complexity. |
| **Exploring and Developing Ideas** | **Representation** | Use maps and atlases to describe features. | I can use my own symbols on imaginary map. | I can begin to understand the need for a key.  I can use class agreed symbols to make a simple key. | I know why a key is needed.  I can use standard symbols. | I know why a key is needed.  I can begin to recognise symbols on an OS map. | I can draw a sketch map using symbols and a key  I can use/recognise OS map symbols. | I can use/recognise OS map symbols.  I can use atlas symbols. |
| **Using Maps** | Use maps, atlases, globes and digital computer mapping to locate places. | I can use a simple picture map to move around the school.  I can recognise that it is about a place. | I can follow a route on a map. (Our local area comparison)  I can use a plan view (Non-European study Nigeria)  I can use an infant atlas to locate places (Continents/Oceans). | I can locate places on larger scale maps e.g. map of Egypt.  I can follow a route on a map with some accuracy. (e.g. whilst orienteering around Windsor Castle) | I can locate places on large scale maps, (e.g. Find UK, Greece and other European countries on globe).  I can follow a route on a large-scale map.  I can use atlases to find out about other features of places. (e.g. mountain ranges, volcanoes) | I can compare maps with aerial photographs.  I can select a map for a specific purpose. (E.g. Pick atlas to find Oceans, Seas, OS map to find local features in UK counties.)  I can begin to use atlases to find out about other features of places. (e.g. find wettest part of the world) (e.g. Southern Italy/East Anglia) | I can follow a short route on an OS map. Describe features shown on OS map.  I can locate places on a world map.  I can use atlases to find out about other features of places. (e.g. rainforests) |
| **Scale/distance** | Use fieldwork to observe, measure and record. | I can use relative vocabulary (e.g. bigger/smaller, like/dislike). | I can begin to spatially match places (e.g. recognise UK on a small scale and larger scale map). | I can recognise places on maps of different scales. (E.g. river Nile.) | I can begin to match boundaries (E.g. find same boundary of a country on different scale maps.)  I can begin to measure straight line distance on a plan. (E.g. the mountain ranges etc) | I can measure straight line distance on a plan.  I can begin to match boundaries (E.g. find same boundary of a county on different scale maps.) | I can use a scale to measure distances.  I can draw/use maps and plans at a range of scales. |
|  | **Map knowledge** | Use fieldwork to observe, measure and record. | I can learn names of some places within/around the UK. E.g. Hometown (Luton is my hometown), country (I live in England/I come from Poland), town (I visited another town Southend). | I can locate and name features on a map of Stopsley e.g. school, Church, home location  I can name and locate continents and oceans and features of these. | I can begin to identify points on maps A,B and C (Greater London)  I can locate and name on UK map major features e.g. London, River Thames. | I can begin to identify significant places and environments. (Earthquakes and Volcano hot zones, Mountains) | I can identify significant places and environments. | I can confidently identify significant places and environments. (Features in Mexico) |
|  | **Style of map** | Use maps, atlases and globes to locate and describe features studied. | I can use picture maps and globes. | I can find land/sea on globe.  I can use teacher drawn base maps.  I can use large scale OS maps.    I can use an infant atlas. | I can use teacher drawn base maps accurately to find grid references.  I can use large scale OS maps.    I can begin to use map sites on internet.  I can begin to use junior atlases.  I can begin to identify features on aerial/oblique photographs. | I can use large and medium scale OS maps.    I can use junior atlases.  I can use map sites on internet.  I can identify features on aerial/oblique photographs. | I can use index and contents page within atlases.  I can use medium scale land ranger OS maps. | I can use OS maps.  I can confidently use an atlas.  I can recognise world map as a flattened globe. |
|  | **Fieldwork** | Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods. | |  | | --- | | I can carry out a simple survey in my school or local area e.g. What do you like in the school? Do you prefer Luton or Stopsley? | | I can ask a familiar person prepared question | | I can us a pro forma to collect simple data – e.g. Tally | | I can use a camera in my fieldwork | | I can create plans of a familiar environment | | I can add labels of features onto a sketch, map or photograph. | | |  | | --- | | I can carry out a simple survey in my school local area | | I can ask a familiar person prepared question | | I can us a pro forma to collect simple data – e.g. Tally | | I can use a camera in my fieldwork | | I can create plans of a familiar environment | | I can add labels of features onto a sketch, map or photograph. | | |  | | --- | | I can record findings from fieldtrips. | | I can use a simple or database to present findings from fieldwork. | | I can draw an annotated sketch from observation including labels and description.  I can add titles and labels and location information. | | I can select views to photograph.  I can add titles and labels and location information. | | |  | | --- | | I can record findings from fieldtrips. | | I can use a simple database to present findings from fieldwork. | | I can draw an annotated sketch from observation including labels and description.  I can add titles and labels and location information. | | I can add titles and labels and location information. | | |  | | --- | | I can select appropriate methods of data collection such as interviews. | |  | | I can use graphs to display data collected. | | I can evaluate the quality of evidence collected and suggest improvements. | | I can use sketches as evidence in an investigation. I can annotate my sketches and describe and explain geographical processes and patterns. | | I can use photographic evidence in my investigations and evaluate the usefulness of the images. | | |  | | --- | | I can select appropriate methods of data collection such as interviews. | | I can use a database to interrogate and amend information collected. | | I can use graphs to display data collected. | | I can evaluate the quality of evidence collected and suggest improvements. | | I can use sketches as evidence in an investigation. I can annotate my sketches and describe and explain geographical processes and patterns. | | I can use photographic evidence in my investigations and evaluate the usefulness of the images. | |