

Progression in field work skills

Key Stage 1

Geographical Skills and Fieldwork: 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

Geographical Skills and Fieldwork: Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

	Unit	Activities
Year 1	Spatial Sense	<ul style="list-style-type: none">• Look at aerial views and front views of objects in the classroom. Children draw a simple map as an aerial view.• Draw map of KS1 playground, include a key.
Year 2	Spatial Sense	<ul style="list-style-type: none">• Walk around school grounds and draw a map. Include key and compass directions.

Key Stage 2

Geographical Skills and Fieldwork: 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

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

	Unit	Activities
Year 3	Rivers	<ul style="list-style-type: none">• Off site visit – Ferry Meadows Country Park: living rivers day<ul style="list-style-type: none">- Study wildlife along the river- River study – measuring depth and speed of flow

		<ul style="list-style-type: none"> - River mapping – creating an outline map of a section of the river (including key, compass direction).
Year 4	Spatial Sense	<ul style="list-style-type: none"> • Walk children to Hazel Woods area. Children complete field sketches. Add scale, compass direction. • Children draw map of route including a key and compass direction.
Year 5	Our Local Area	<ul style="list-style-type: none"> • Children complete sketch maps of the local area. Include key, compass direction, scale. • Create field sketches of different environments in local area to compare: woodland, boating lake, town centre (from front of swimming pool). Add what3word references. When back at school find areas on OS maps and add 6 figure grid references of locations. • Create soundscape sketches of places field sketches were drawn at to compare noise pollution in different areas. • Data collection in local area – children chose topic (in needs to have quantitative data) e.g. a traffic survey (counting vehicles and maybe noting vehicle types), litter survey, shopping survey (what types of shops are present), or bus survey (frequency and number of people getting on/off).
Year 6		No field work units