

Geographical Skills	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Map skills	Pupils should be taught to draw a route they have walked in the local area.	Pupils should be taught to plan a journey around Hillsborough using an aerial map. Draw own map of route and explain the features they have drawn.	Pupils should be taught to use a globe and world map to identify features. Locate equator and poles to explain hot and cold areas. Devise a simple OS map using symbols and make own key.	Pupils should be taught to use a range of maps and data and aerial photos. Locate capital cities of European countries. Locate European countries including Russia on a large and small scale map.	Pupils should be taught to use a range of maps including nautical and digital Use 4 figure grid references. Locate a significant place on a world map e.g Great barrier reef on different scaled maps.	Pupils should be taught to appropriately select atlas, globes and digital maps for a specific purpose. Locate countries of the world including Brazil on large and small scale maps. Identify urban areas of Brazil. Locate equator, tropics, longitude and latitude on a range of maps. Use atlases to find out other information e.g temperature.	Pupils should be taught to select an appropriate map to illustrate knowledge of UK. Make links between how the same features are represented on 3 different maps, including OS. Find a recognise places on maps of different scales. Use 6 figure grid references
Compass	Move forwards and backwards	Use words such as: near, far left, right to direct each other.	Use a 4 point compass to direct a partner to move in the correct direction.	Label an 8 figure compass points to describe the location of Sheffield in the UK.	Begin to use a real life 8 point compass to coordinate to an OS map and follow a simple route.	Use 8 figure compass points to describe countries locations in relation to one another.	Use a real life compass in a real life situation.
Collecting data through fieldwork	Conduct a study of the school playground. Count how many trees are growing?	Conduct a study of school and its surroundings. Count how many crossings there are from the school island. Suggest where a new crossing could go.	Conduct a study on the population of Sheffield. Count the frequency of trams and observe how many people get on and off in a given time period.	Conduct a study comparing urban and countryside areas of Sheffield. Use quadrats to collect data on fauna growing in park and field. Study of land use.	Conduct a river study trip. (linked to Wards end Cemetery)	Conduct a study on the amount of rainfall of two different locations – Hillsborough and Hallam Primary.	Conduct a study of their choice to collect data in London.

Spotting patterns	Where are the trees growing in the playground? Why are more on the grass than the tarmac?	How many cars pass the school gate at 10am and 3pm? Identify differences.	Does a bigger city have a bigger population? A study on Sheffield and Mumbai.	Why do more people live in a city? Compare jobs in countryside to cities.	Do all cities next to rivers flood? Compare Sheffield, London and a world city, look at patterns in flood defences. Why do they not all flood? How do rivers change over time?	How has technology impacted on cocoa production over time? Look at trends and reasons	When collecting photographic evidence, make a judgement about the best angle or viewpoint to show the information.
Interpreting sources	Photos from their immediate environment	A given aerial photograph	Given simple illustrated maps with symbols. Globes and printed world maps.	GIS data and spreadsheets	Newspaper reports on flooding. Current data on plastic and climate. You tube,	Infographs Consider how photos provide useful evidence	Graphs Evaluate quality of evidence and be able to spot anomalies
Communicating	Drawing, talking	Sketching, note taking	Data collection in tally chart. Drawing simple OS maps with symbols.	Written pieces	Data collection and sketches	Digital e.g. email	Scaled maps Taking photos