

# Geography: Key Stage 1

Locational Knowledge		Place Knowledge	Human and Physical Geography	
<ul style="list-style-type: none"> <li>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul>	<ul style="list-style-type: none"> <li>name and locate the world's seven continents and five oceans</li> </ul>	<ul style="list-style-type: none"> <li>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</li> </ul>	<ul style="list-style-type: none"> <li>identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> </ul>	<ul style="list-style-type: none"> <li>use basic geographical vocabulary to refer to:</li> <li>beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>Name and locate the names of the four countries that make up the UK</li> <li>Name and locate the three main seas that surround the UK</li> <li>Name and locate the world's seven continents and five oceans</li> </ul>		<ul style="list-style-type: none"> <li>Identify seasonal weather patterns in the United Kingdom</li> <li>To locate hot and cold areas of the world in relation to the Equator and the North and South Poles</li> </ul>	
<b>Year 2</b>	<ul style="list-style-type: none"> <li>Identify characteristics of the four countries and capital cities of the United Kingdom</li> </ul>	<ul style="list-style-type: none"> <li>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (London) and of a small area in a contrasting non-European country (Cape Town)</li> </ul>	<ul style="list-style-type: none"> <li>To use basic geographical vocabulary to show main differences between city, town and village</li> <li>Identify daily weather patterns in the United Kingdom</li> </ul>	

# Geography: Key Stage 2

## Locational Knowledge

	<ul style="list-style-type: none"> <li>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> </ul>	<ul style="list-style-type: none"> <li>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> </ul>	<p>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p>
Year 3	<ul style="list-style-type: none"> <li>locate the world's countries (Egypt- History), Pakistan (River Indus); UK (mountains/ agriculture) concentrating on their key physical and human characteristics.</li> </ul>	<ul style="list-style-type: none"> <li>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics (mountains/ agriculture)</li> <li>name key topographical features and land-use patterns (mountains, agriculture); and understand how some of these aspects have changed over time</li> </ul>	<ul style="list-style-type: none"> <li>Identify the position and significance of the equator, northern and Southern hemisphere.</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>locate the world's countries (Greece/ Italy/ Ghana/ North America), using maps concentrating on their environmental regions, key physical and human characteristics, and major cities.</li> </ul>		<ul style="list-style-type: none"> <li>Identify the position and significance of the equator, northern and Southern hemisphere and the tropics of cancer and Capricorn.</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>locate the world's countries (South America) using maps concentrating on their environmental regions, key physical and human characteristics, and major cities.</li> <li>locate the world's countries, using maps to focus on Europe (including the location of Russia)- Polar Regions</li> </ul>		<ul style="list-style-type: none"> <li>Identify the position and significance of the equator, northern and Southern hemisphere, the tropics of cancer and Capricorn, longitude, latitude</li> <li>Identify the position and significance of the arctic and Antarctic circle.</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>Locate the world's countries using maps to focus on coastlines and landforms (Jurassic Coast-comparing coastal habitats- West coast of Wales &amp; Indian Ocean) concentrating on their environmental regions, key physical and human characteristics.</li> </ul>	<ul style="list-style-type: none"> <li>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns; and understand how some of these aspects have changed over time (Wigan)</li> </ul>	<ul style="list-style-type: none"> <li>Identify the position and significance of the equator, northern and Southern hemisphere, the tropics of cancer and Capricorn, longitude, latitude and the arctic and Antarctic circle, the Prime/Greenwich Meridian and time zones (including day and night)</li> </ul>

# Geography: Key Stage 2

Place Knowledge		Human and Physical Geography	
<ul style="list-style-type: none"> <li>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</li> </ul>		<ul style="list-style-type: none"> <li>describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> </ul>	<ul style="list-style-type: none"> <li>describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul>
Year 3		<ul style="list-style-type: none"> <li>describe and understand key aspects of physical geography, including: vegetation belts (agriculture); rivers and the water cycle and mountains</li> </ul>	<ul style="list-style-type: none"> <li>describe and understand key aspects of human geography, including types of settlement and land use (why cities are located by a river)</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>understand geographical similarities and differences through the study of physical geography between Greece and England (Climate and Biomes)</li> </ul>	<ul style="list-style-type: none"> <li>describe and understand key aspects of physical geography, including: climate and biomes and volcanoes and earthquakes</li> </ul>	<ul style="list-style-type: none"> <li>describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including food. (Ghana – chocolate unit; settlement and land-use at volcanic sites and fault lines)</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>understand geographical similarities and differences through the study of human and physical geography between Brazil and England.</li> </ul>	<ul style="list-style-type: none"> <li>describe and understand key aspects of physical geography, including: climate zones, biomes, polar regions and oceans and deserts.</li> </ul>	<ul style="list-style-type: none"> <li>describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water (agriculture in the Amazon and distribution of resources from Amazon)</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>understand geographical similarities and differences through the study of human and physical geography between 3 contrasting regions (Amazon, Snowdonia, Mediterranean).</li> </ul>	<ul style="list-style-type: none"> <li>describe and understand key aspects of physical geography, including: coastal processes and landforms.</li> <li>Comparing 3 contrasting regions to evaluate human impact upon climate.</li> </ul>	<ul style="list-style-type: none"> <li>Comparing 3 contrasting regions to evaluate human impact upon population &amp; movement and land-use.</li> <li>Wigan- describe and understand key aspects of human geography, including changes in types of settlement and land use, economic activity including trade links.</li> </ul>

# Geography: Key Stage 1

## Geographical Map Skills

### EYFS: Understand the world, which involves:

- Guiding children to make sense of their physical world and their community.
- Developing a knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters.
- Listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world.
- Building important knowledge, extending their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary that will support later reading comprehension.
- Inspiring children's curiosity and fascination about the World and its people – its places, cultures and lives.

### KS1:

- 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.

EYFS	Year 1	Year 2
<p><u>Using maps</u></p> <ul style="list-style-type: none"> <li>• Follow directional language to navigate across a simple grid. (e.g human beebot)</li> <li>• Understand and begin to use directional language such as left, right, up, down, forwards and backwards to direct each other across a simple grid.</li> <li>• Use a simple map to navigate themselves around the classroom.</li> </ul> <p><u>Map knowledge</u></p> <ul style="list-style-type: none"> <li>• Draw, sketch, build a simple map of their classroom/school.</li> </ul>	<p><u>Using maps</u></p> <ul style="list-style-type: none"> <li>• Use a simple map to navigate around the school</li> <li>• Use simple compass directions (North, South, East, West)</li> <li>• Use directional language such as near and far, up and down, left and right, forwards and backwards</li> </ul> <p><u>Map knowledge</u></p> <ul style="list-style-type: none"> <li>• Locate and name on a world map and globe the seven continents and five oceans.</li> <li>• Locate on a globe and world map the hot and cold areas of the world including the Equator and the North and South Poles</li> <li>• Use world maps to identify the UK in its position in the world.</li> <li>• Use maps to locate the four countries and capital cities of UK and its surrounding seas</li> <li>• Use a map of the UK to locate Blackpool.</li> <li>• Making maps</li> <li>• Draw basic maps, including appropriate symbols and pictures and photographs to represent places and features</li> <li>• Use photographs and maps to identify features</li> </ul>	<p><u>Using maps</u></p> <ul style="list-style-type: none"> <li>• Follow a route on a map</li> <li>• Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</li> </ul> <p><u>Map knowledge</u></p> <ul style="list-style-type: none"> <li>• Making maps</li> <li>• Draw or make a map of real places (e.g. add detail to a sketch map from aerial photograph)</li> <li>• Create and use existing basic symbols in a key</li> <li>• Locate and name on a world map THE CONTINENT Africa.</li> <li>• Locate Cape Town on a map of Africa.</li> <li>• Locate London on a map of the UK.</li> <li>• Use world maps to identify the UK in its position in the world.</li> </ul>

# Geography: Key Stage 2

## Geographical Map Skills

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- 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
- 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

Year 3	Year 4	Year 5	Year 6
<p><u>Using maps</u></p> <ul style="list-style-type: none"> <li>• Follow a route on a map with some accuracy</li> <li>• Locate places using a range of maps including OS &amp; digital</li> <li>• Use 4 figure compasses, and letter/number co-ordinates to identify features on a map</li> </ul> <p><u>Map knowledge</u></p> <ul style="list-style-type: none"> <li>• Locate the UK on a variety of different scale maps and in atlases</li> <li>• Name &amp; locate the counties and cities of the UK and be able to construct own map of UK using individual counties</li> </ul> <p><u>Making maps</u></p> <ul style="list-style-type: none"> <li>• Try to make a map of a short route, with features in correct order eg from school to St Wilfrid's Church</li> <li>• Create a simple scale drawing from school to Bunny Wood.</li> <li>• Use standard symbols, and understand the importance of a key</li> </ul>	<p><u>Using maps</u></p> <ul style="list-style-type: none"> <li>• Follow a route on a large scale map</li> <li>• Locate places on a range of maps (variety of scales)</li> <li>• Identify features on an aerial photograph, digital or computer map</li> <li>• Begin to use 8 figure compass and four figure grid references to identify features on a map</li> </ul> <p><u>Map knowledge</u></p> <ul style="list-style-type: none"> <li>• Locate Europe on a large scale map or globe,</li> <li>• Name and locate countries in Europe (including Russia) and their capitals cities</li> </ul> <p><u>Making maps</u></p> <ul style="list-style-type: none"> <li>• Recognise and use OS map symbols, including completion of a key and understanding why it is important</li> <li>• Draw a sketch map from a high viewpoint</li> </ul>	<p><u>Using maps</u></p> <ul style="list-style-type: none"> <li>• Compare maps with aerial photographs</li> <li>• Select a map for a specific purpose</li> <li>• Begin to use atlases to find out other information (e.g. temperature)</li> <li>• Find and recognise places on maps of different scales</li> <li>• Use 8 figure compasses, begin to use 6 figure grid references.</li> </ul> <p><u>Map knowledge</u></p> <ul style="list-style-type: none"> <li>• Locate the world's countries, focus on North &amp; South America</li> <li>• Identify the position and significance of lines of longitude &amp; latitude</li> </ul> <p><u>Making maps</u></p> <ul style="list-style-type: none"> <li>• Draw a variety of thematic maps based on their own data</li> <li>• Draw a sketch map using symbols and a key</li> <li>• Use and recognise OS map symbols regularly</li> </ul>	<p><u>Using maps</u></p> <ul style="list-style-type: none"> <li>• Follow a short route on an OS map</li> <li>• Describe the features shown on an OS map</li> <li>• Use atlases to find out data about other places</li> <li>• Use 8 figure compass and 6 figure grid reference accurately</li> <li>• Use lines of longitude and latitude on maps</li> </ul> <p><u>Map knowledge</u></p> <ul style="list-style-type: none"> <li>• Locate the world's countries on a variety of maps, including the areas studied throughout the Key Stages</li> </ul> <p><u>Making maps</u></p> <ul style="list-style-type: none"> <li>• Draw plans of increasing complexity</li> <li>• Begin to use and recognise atlas symbols</li> </ul>

# Geography

## Geographical Fieldwork

The purpose of fieldwork...

- ... is to develop pupils' capability in collecting, analysing and communicating their findings about geographical information and perspectives they have gathered in the real world, particularly locally but also at more distant sites.

In key stage 1...

- ... pupils notice, observe, map and use other essential skills during fieldwork to investigate the weather, their school building and grounds and the local area to find out about its human and physical features and activities.

In key stage 2...

- ... pupils investigate their locality and other areas during fieldwork by observing, measuring and recording aspects of its human and physical geography. They use various approaches and techniques, including weather instruments, photographs, sketch maps, plans and maps, graphs, and digital technologies.

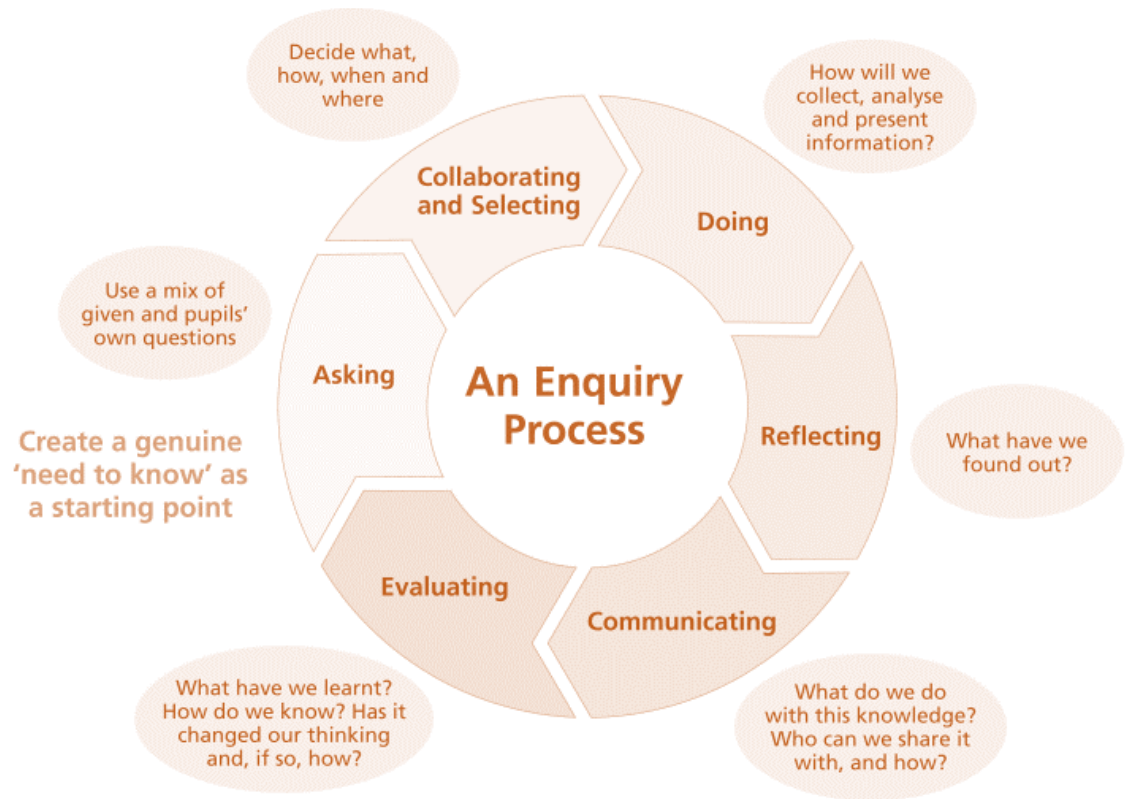
Meaningful fieldwork is embedded in an enquiry approach (Figure 1), which provides pupils with a model of the enquiry process and associated enquiry skills. In enquiries, eliciting what pupils already know or feel about the topic to be investigated is a powerful starting point. It engages pupils by valuing their existing knowledge and opinions, and provides an excellent baseline for later reflection and evaluation of what pupils have learnt.

An enquiry approach is applied across the curriculum and used to investigate a range of topics and issues. In geography, the complete enquiry cycle involves distinct stages: establish a 'need to know', asking questions, collaborating and selecting how to organise the investigation, carrying out the investigation, reflecting on the results or outcomes, communicating what has been learnt to someone, and evaluating the whole process.

Progression in fieldwork is concerned with pupil' competence in geographical enquiry, and the development and application of their skills in collecting and presenting fieldwork data. As pupils move through primary school, they have opportunities to:

- Undertake fieldwork in the school grounds, local area and increasingly unfamiliar environments
- Ask and answer increasingly more complex geographical questions
- Use increasingly specific vocabulary to name and describe the features they observe
- Employ an increasingly sophisticated range of techniques to collect, analyse, evaluate and communicate geographical data.

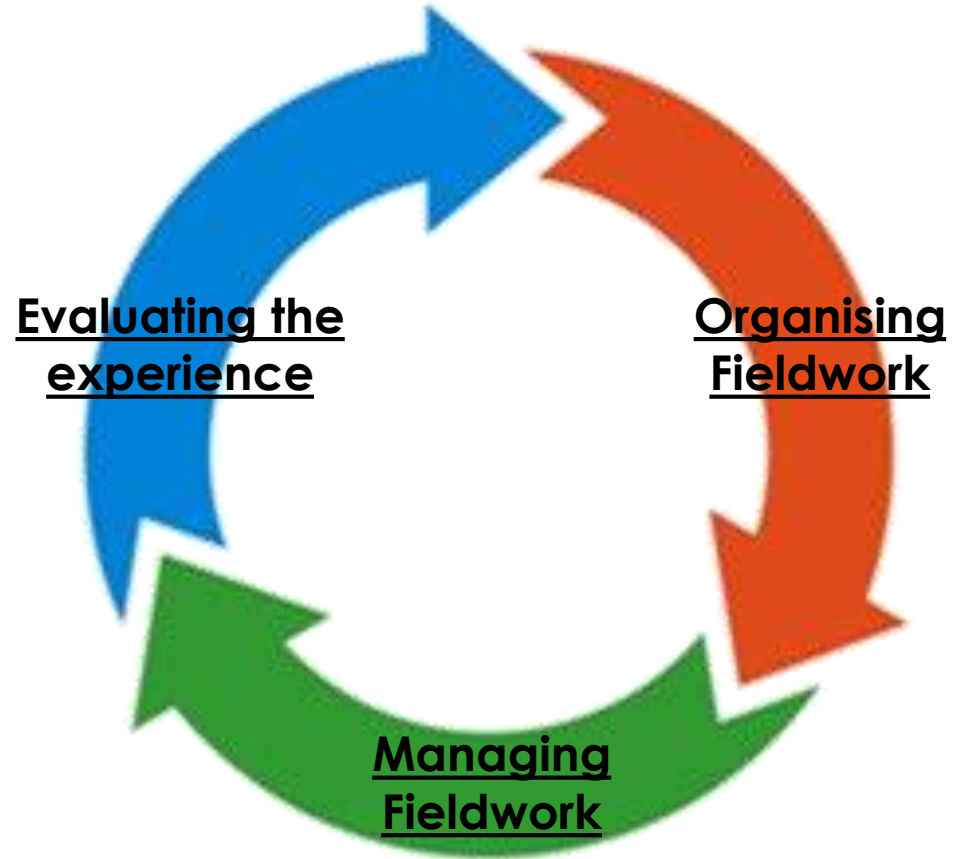
Figure 1: An Enquiry Approach



# Geography

## Geographical Fieldwork

This document illustrates how fieldwork is progressive and embedded in the geography curriculum at Wood Fold Primary School. It includes the sections: **organising fieldwork**, **managing fieldwork** and **evaluating fieldwork**.





# Geography

## Geographical Fieldwork

### Organising Fieldwork

#### **Asking questions**

In geography, the complete enquiry cycle involves distinct stages that starts with creating a genuine 'need to know' as a starting point. In our curriculum, key fieldwork questions are carefully planned by the teacher. These questions provoke curiosity and set up a puzzling situation or problem. The enquiry questions capture the interest and imagination of pupils, place an aspect of geographical thinking or investigating at the forefront of the pupils' mind and result in tangible, lively, substantial, enjoyable 'outcome activities'. Geographic enquiry also involves the ability and willingness to ask and answer questions about geospatial phenomena. Examples of key geographic questions are, 'Where is it located?' 'Why is it there?' 'What is the significance of the location?' As students pose additional questions, they seek responses that help to organise spatial understandings: 'What is this place like?' 'With what is it associated?' 'What are the consequences of its location and associations?' As geospatial technologies advance, students will still need to be able to ask these basic questions to select and apply the appropriate technology to conduct geographical research, thereby gaining geospatial understanding.

#### **Planning**

As part of the geography curriculum, fieldwork is carefully planned. A geographic enquiry question will determine what data needs to be collected, e.g. an enquiry question related to rivers, might need river measurements such as velocity and depth. The data must answer the question, e.g. a study about river bedload would need measurements of stone size and shape. The planning stage of the enquiry process is vital to develop pupils' knowledge and awareness of a range of fieldwork skills. Pupils will plan fieldwork using a cyclical enquiry process.

### Managing Fieldwork

#### **Sketching**

In order for students to understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time, they need to engage in fieldwork activities and capture their surroundings through sketching. As students progress through their time at Wood Fold Primary School, they become more proficient sketchers and are able to communicate their findings in an informative way.

#### **Gathering Information**

Students need to engage in fieldwork activities and capture their surroundings through gathering information. They will gather quantitative data - usually consisting of factual information that can be counted and used in fieldwork - and qualitative data - more opinion-based information, but is still useful for geographical investigations. During fieldwork enquiries, students have opportunities to gather both primary and secondary data and as part of this, they will use simple methods of noting down information that leads to clear and accurate data where informed conclusions can then be drawn. As students progress through their time at Wood Fold Primary School, they become more proficient data gatherers and are able to communicate their findings in an informative way.

### Evaluating Fieldwork

#### **Analysing, Interpreting and Presenting Information**

In order to foster competent geographers who collect, analyse and communicate with a range of data gathered through experiences of fieldwork, students deepen their understanding of geographical processes as well as their ability to present such information.

#### **Providing Conclusions and Evaluating Results**

Analysing geographic information involves seeking patterns, relationships, and connections. As students analyse and interpret information, meaningful patterns or processes emerge. They can then synthesise their observations into coherent explanations. Students note associations and similarities between areas, recognise patterns, and draw inferences from maps, graphs, diagrams, tables, and other sources. Using basic statistics, students are able to look for trends, relationships, and sequences.



# Geography

## Geographical Fieldwork – Organising Fieldwork – Asking Questions

### EYFS: Understand the world, which involves:

- Guiding children to make sense of their physical world and their community.
- Developing a knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters.
- Inspiring children's curiosity and fascination about the World and its people – its places, cultures and lives.

### KS1:

- 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.

### KS2:

- 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.

Geographic enquiry involves the ability and willingness to ask and answer questions about geospatial phenomena. Eliciting what pupils already know or feel about the topic to be investigated is a powerful starting point to geographical enquiry. It engages pupils by valuing their existing knowledge and opinions, and provides an excellent baseline for later reflection and evaluation of what pupils have learnt. The complete enquiry cycle involves distinct stages that starts with creating a genuine 'need to know' as a starting point. The key geographic questions ask Where is it located? Why is it there? What is the significance of the location? As students pose additional questions, they seek responses that help to organise spatial understandings: What is this place like? With what is it associated? What are the consequences of its location and associations? As geospatial technologies advance, students will still need to be able to ask these basic questions to select and apply the appropriate technology to conduct geographical research, thereby gaining geospatial understanding.

At Wood Fold Primary School, key geographic enquiry questions are carefully planned by the teacher to provoke curiosity about fieldwork in Geography. The enquiry questions capture the interest and imagination of pupils, place an aspect of geographical thinking or investigating at the forefront of the pupils' mind and result in tangible, lively, substantial, enjoyable 'outcome activities'. Through geographical enquiry, pupils will ask and answer questions based on core geography of space, place and scale and will develop a holistic view of fieldwork in Geography.

### Key Stage 1 fieldwork questions:

#### Year 1:

Local Area Standish - **What are the human and physical features of Standish and what does it provide for us?**

Hot and Cold - **Compare the weather in the Kalahari and London.**

The UK – **What capital city in the UK would you like to go to?**

Seaside (Blackpool) – **How does a seaside town vary from where we live?**

**Key questions to consider:** Where is this place? What is it like to live here? What are the human and physical features?

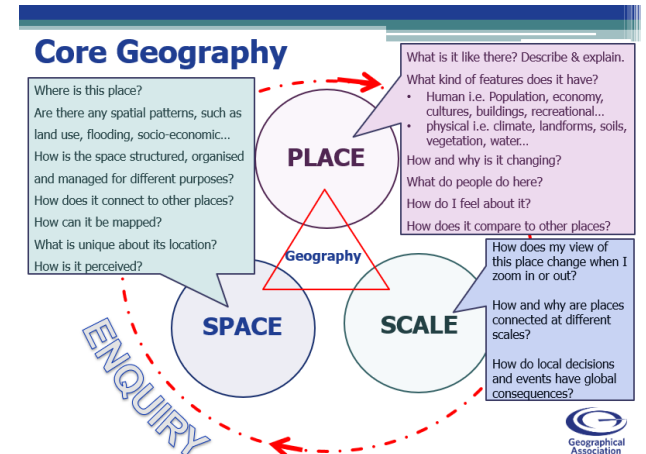
What is the weather like here?

#### Year 2:

Settlement and Cities - **How can we compare the Human and Physical features of Wigan and London?**

Comparison of London and Cape Town - **How does the rainfall in Standish compare with the rainfall in Cape Town?**

**Key questions to consider:** Where is this place? What is it like to live here? What is the weather like here? How has this place changed?



# Geography

## Geographical Fieldwork – Organising Fieldwork – Asking Questions

### EYFS: Understand the world, which involves:

- Guiding children to make sense of their physical world and their community.
- Developing a knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters.
- Inspiring children's curiosity and fascination about the World and its people – its places, cultures and lives.

### KS1:

- 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.

### KS2:

- 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.

### Key Stage 2 fieldwork questions:

#### Year 3:

Agriculture – **Where is locally farmed food sold? How does arable/pastoral/mixed farming impact the community?**

Rivers - **Identify the geographical features of the River Bollin and its surrounding area.**

Mountains - **Investigate the relationship between weather and mountains/ How does weather change as I go up a mountain?**

**Key questions to consider:** Where is this location? What is it like to live in this location? What natural and manmade features are in this location? What impact does this have on the environment?

#### Year 4:

Production of chocolate – Ghana – **How many products in our local shop are Fairtrade?**

Climate and biomes - **How does locational position in the UK affect the average precipitation?**

Volcanoes and Earthquakes - **Where in school is the riskiest place to be during a volcanic eruption?**

**Key questions to consider:** What is this landscape like? What natural and man-made features are in this location? What will it be like in the future? Why was the Fairtrade project set up and what impact has it had?

#### Year 5:

Polar Regions and Oceans – **How is climate changing and what is the impact it is having?**

Agriculture in the Amazon Basin – **Investigate the journey food takes from its source to the consumer.**

Amazon Basin and its Rainforest – **How is deforestation impacting the Amazon Rainforest?**

**Key questions to consider:** What is this landscape like? How has it changed over time? What made it change? How is it currently changing? What could make the evidence we have collected unreliable?

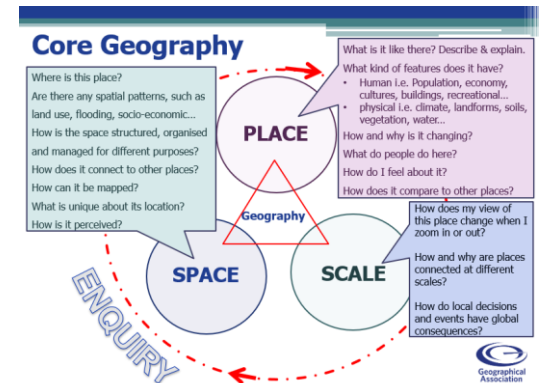
#### Year 6:

Coastal processes and landforms – **What would happen if all coastal protection measures were removed?**

Comparing regions –

Wigan – land use patterns – **Why do people visit Wigan Town Centre?**

**Key questions to consider:** What is this landscape like? How is it changing? What patterns can be seen/how has the pattern changed?



# Geography

## Geographical Fieldwork – Organising Fieldwork – Planning

### KS1:

- 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.

### KS2:

- 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.

Pupils learn that there are lots of different ways that geographers gain knowledge through a geographic enquiry process. The planning stage of the enquiry process is essential to ensure that pupils are developing their fieldwork skills based on the opportunities that they are given. These enquiry skills complement the pupils acquisition of knowledge and are not seen as standalone.

When planning fieldwork, pupils will be provided with a specific geographical focus and the opportunity to focus on particular fieldwork enquiry questions. This will allow them to develop their skills in these areas.

As part of the planning element of the enquiry process, pupils will be able to:

- Plan effective fieldwork
- Ask age appropriate, topic specific questions
- Explain how effective fieldwork will happen with enquiry questions in mind
- Develop an awareness of how and why a variety of fieldwork enquiries are completed

Pupils will carefully utilise the fieldwork planning format (see next page) when planning fieldwork and will use the following stages (see below):

Key Stage 1	Key Stage 2
<p><b>Fieldwork question:</b> <b>Collect Data:</b> What data do you need to find? <b>Equipment:</b> What equipment will you need to use? <b>Present Data:</b> How will you display my data?</p>	<p><b>Fieldwork question:</b> <b>Collect Data:</b> What data do you need to find? How will you collect this data? <b>Equipment:</b> What equipment will you need to use? <b>Present Data:</b> How will you display my data? <b>Analyse Data:</b> What could you do with the data results shown?</p>

Following this format will allow pupils to:

- Use a range/mix of their own questions as well as given questions
- Decide what, how, when and where the fieldwork enquiry will take place
- Choose the most appropriate ways to collect, analyse and present information
- Select ways to reflect on their fieldwork enquiry e.g. give explanations of what they found out
- Adopt ways to present and communicate their findings e.g. what do they do with their knowledge and who can they share it with, and how?
- Evaluate their enquiry e.g. what have they learnt? How do they know? Has it changed their thinking and, if so, how?

# Geography

## Geographical Fieldwork – Organising Fieldwork – Planning

### KS1:

- 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.

### KS2:

- 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.

### Key Stage 1 – Fieldwork planning format

<b>Collect Data:</b> What data do you need to find? How will you collect this data?	
<b>Equipment:</b> What equipment will you need to use?	
<b>Present Data:</b> How will you display the data?	

### Key Stage 2 – Fieldwork planning format

<b>Collect Data:</b> What data do you need to find? How will you collect this data?	
<b>Equipment:</b> What equipment will you need to use?	
<b>Present Data:</b> How will you display the data?	
<b>Analyse Data:</b> What could you do with the data results shown?	

# Geography: EYFS

## Geographical Fieldwork – Managing Fieldwork

### EYFS: Understand the world, which involves:

- *Guiding children to make sense of their physical world and their community.*
- *Developing a knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters.*
- *Inspiring children's curiosity and fascination about the World and its people – its places, cultures and lives.*

### EYFS

#### Sketching

- Draw their familiar environment e.g. their classroom, accurately with colour and key features.
- Make drawings e.g. of their favourite place in the outdoor area, what they saw in the park etc.
- Draw a map e.g. of the outdoor area.
- Explore the natural world around them, making observations and use mark making to represent pictures of animals and plants.

#### Gathering information

- Describe their local environment using their senses.
- Identify geographical features in their local environment e.g. church, shops, Bunny Woods, Haigh Hall.
- Take digital photos e.g. of a collection of natural objects, buildings in the locality.
- Use counting to carry out a small survey of the local area/school e.g. cars parked at the start/end of the day.
- Make links between audio and visual prompts and the environment around them e.g. sound bingo (bird tweeting).



# Geography: Key Stage 1

## Geographical Fieldwork – Managing Fieldwork

### KS1:

- 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.

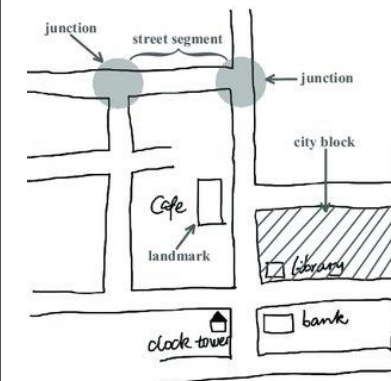
### Year 1

#### Sketching

- Create plans and draw simple features in their familiar environment, mainly made up of outlines of features.
- Add details to a teacher-prepared drawing.
- Add labels onto a sketch map, map or photograph of features e.g. Standish high street – Aldi, vets, doctors etc.

#### Gathering information

- Orally comment on observations about what they see and draw simple features (e.g. buildings, roads, trees).
- Ask geographical questions e.g. What is it like to live in this place?
- Carry out a small survey of the local area/school. Use a pro-forma to collect data e.g. tally survey.
- Interpret and construct simple pictograms and tally charts.
- Take digital photos.
- Make digital audio recordings when interviewing someone about their job e.g. amenity workers – how do they help the people of Standish?
- Recognise a photo or a video as a record of what has been seen or heard.
- Use web services to locate information on the internet.
- Use screen grab features to capture images to use.



### Year 2

#### Sketching

- Create plans and draw simple features in their familiar environment.
- Add labels onto a sketch map, map or photograph of features.
- Draw a freehand map with simple features (e.g. buildings, roads, trees) and label these diagrams.

#### Gathering information

- Comment on observations about what they see and draw simple features (e.g. buildings, roads, trees) and label these diagrams.
- Carry out a small survey of the local area e.g. Mesnes Park, Wigan. Use a pro-forma to collect data e.g. tally survey.
- Comment on observations about what they see and record findings from fieldwork.
- Ask geographical questions. E.g. Where is this place? What is it like to live here? How has it changed?
- Collect quantitative data.
- Interpret and construct simple pictograms, tally charts, block diagrams and tables.
- Ask and answer questions about totalling and comparing categorical data.
- Make digital audio recordings when interviewing someone about their job.
- Take and edit digital photos.
- Recognise a photo or a video as a record of what has been seen or heard.



# Geography: Lower Key Stage 2

## Geographical Fieldwork – Managing Fieldwork

### LKS2:

- 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.

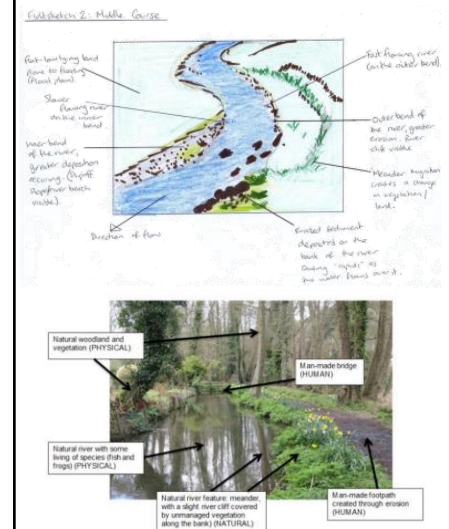
### Year 3

#### Sketching

- Draw an annotated sketch from an observation including descriptive labels and indicating direction and position e.g. Rivers trip – River Bollin.

#### Gathering information

- Record findings from fieldwork.
- Collect data using a variety of ways e.g. tally charts.
- Use geographically numerical descriptive language.
- Interpret and present data using bar charts, pictograms and tables.
- Ask geographical questions. E.g. Where is this location? What is it like to live in this location? What natural and manmade features are in this location? What impact does this have on the environment?
- Draw an annotated sketch from an observation including descriptive labels and indicating direction and position e.g. Rivers trip – River Bollin.
- Take digital photos and annotate them with labels or captions.
- Make digital audio recordings for a specific purpose.



### Year 4

#### Sketching

- Draw an annotated sketch from observation including descriptive and explanatory labels and indicating direction and position.

#### Gathering information

- Collect data using a range of data collection techniques, e.g. land use, environmental quality.
- Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.
- Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.
- Ask geographical questions. E.g. What is this landscape like? What natural and man-made features are in this location? What will it be like in the future? Why was the Fairtrade project set up and what impact has it had?
- Take digital photos and annotate them with labels or captions – locate them on a map and correlate them with ordnance survey symbols where appropriate.
- Make digital audio recordings for a specific purpose.
- Consider how photos provide useful evidence to fieldwork findings.



# Geography: Upper Key Stage 2

## Geographical Fieldwork – Managing Fieldwork

### UKS2:

- 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.

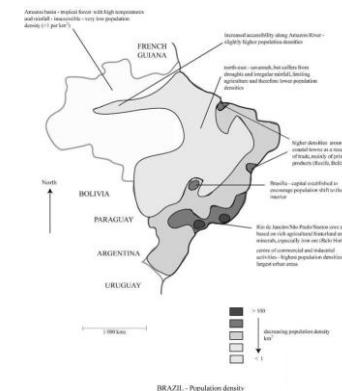
### Year 5

#### Sketching

- Use sketches as evidence in an investigation.
- Annotate sketches to describe and explain geographical processes and patterns.

#### Gathering information

- Select appropriate methods for data collection such as interviews, questionnaires, observations.
- Evaluate the quality of evidence collected and suggest improvements.
- Solve comparison, sum and difference problems using information presented in a line graph.
- Complete, read and interpret information in tables.
- Ask geographical questions. E.g. What is this landscape like? How has it changed over time? What made it change? How is it currently changing? What could make the evidence we have collected unreliable?



### Year 6

#### Sketching

- Use sketches as evidence in an investigation.
- Select field sketching from a variety of techniques.
- Annotate sketches to describe and explain geographical processes and patterns.
- Evaluate their sketch against set criteria and improve it.

#### Gathering information

- Use digital technology to gather information over time.
- Interpret and construct pie charts and line graphs and use these to solve problems.
- Calculate and interpret the mean as an average.
- Ask geographical questions. E.g. What is this landscape like? How is it changing? What patterns can be seen/how has the pattern changed?

# Understanding the world - People, Culture and Communities: EYFS

## Geographical Fieldwork – Evaluating Fieldwork

### EYFS: Understand the world, which involves:

- *Guiding children to make sense of their physical world and their community.*
- *Developing a knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters.*
- *Inspiring children's curiosity and fascination about the World and its people – its places, cultures and lives.*

### EYFS

#### Analysing and interpreting information

- Use everyday language to talk about size, weight, capacity, position, distance and time to compare quantities and objects and to solve problems.
- Express feelings about places they visit, saying which features they like/dislike.
- Agree or disagree with someone or a point being made.

#### Presenting information

- Create and describe patterns.
- Use a small world play or role play area to represent a visited place.
- Take digital photos.
- Sequence photos to recall features seen on a visit or short walk.

# Geography: Key Stage 1

## Geographical Fieldwork – Evaluating Fieldwork

### KS1:

- 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.

### Year 1

#### **Analysing and interpreting information**

- Answer simple questions by counting the number of objects in each category.
- Answer questions making direct comparisons between two observations.
- E.g. When comparing the weather in the Kalahari to London, pupils can state that the UK has a cooler climate than the Kalahari because it is further away from the equator.
- Consider why the data exists. E.g. What was the purpose of the data collection?

#### **Presenting information**

- Present geographical data as a tally chart.
- E.g. During fieldwork, pupils count objects and mark using a tally.
- Interpret and construct simple pictograms and tally charts.
- Take digital photos.

### Year 2

#### **Analysing and interpreting information**

- Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.
- Ask and answer questions about totalling and comparing categorical data.
- Ask and answer questions that make observations on multiple criteria.
- E.g. When comparing the weather patterns in Cape Town and London, pupils are able to use a map to identify where both places are located, or read a table to establish the average temperatures/rainfall [analysing] and then make comparative statements such as "Cape Town has a hotter overall average annual temperature than London because it is closer to the equator." [interpreting]
- Consider how the data was collected. E.g. Who collected the data? When was it collected?

#### **Presenting information**

- Interpret and construct simple pictograms, tally charts, block diagrams and tables.
- E.g. After analysing and interpreting information about the weather patterns in London and Cape Town, pupils present this information in a pictogram.
- Ask and answer questions about totalling and comparing categorical data.
- Create a sequence of images to present their fieldwork findings.

# Geography: Lower Key Stage 2

## Geographical Fieldwork – Evaluating Fieldwork

### LKS2:

- 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.

### Year 3

#### **Analysing and interpreting information**

- Solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.
- E.g1. when investigating rainfall linked to flooding, pupils are able to make comparisons between actual rainfall, the normal average rainfall and increases/decreases in each, as well as comment on percentage increases and decreases where appropriate.
- E.g2. when studying the impact of rivers flooding, pupils are able to read about loss of human life/people displaced/property and infrastructure damage/road closures/erosion/landslide risks and make direct comparisons [analysing].
- Link data to conclusions.

#### **Presenting information**

- Present data using bar charts, pictograms and tables.
- E.g. When looking at the relationship between weather and mountains, pupils can show the feels like temperature, actual temperature, wind levels as well as comment on differences.
- Take digital photos and annotate them with labels or captions.
- Make digital audio recordings for a specific purpose.

### Year 4

#### **Analysing and interpreting information**

- Consider if there is more than one data set that leads to the same conclusion.
- Identify data that do not support an enquiry.
- Begin to relate the graphical representation of data to recording change over time.
- E.g. when using a graph that shows how much of a good has been imported into a country over time, pupils can state which year was the highest/lowest import and the difference between the two [analysing] and interpret how demand over time has affected this and give reasons why [interpreting].
- Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.
- E.g. when comparing the scale of different earthquakes, pupils are able to read the magnitude/number of casualties/people displaced and make direct comparisons [analysing].

#### **Presenting information**

- Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.
- E.g. construct a graph that shows the amount of products in a local shop that have been exported to the UK as part of the Fairtrade project.
- Take digital photos and annotate them with labels or captions.
- Make digital audio recordings for a specific purpose.

# Geography: Upper Key Stage 2

## Geographical Fieldwork – Evaluating Fieldwork

### UKS2:

- 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.

### Year 5

#### **Analysing and interpreting information**

- Complete, read and interpret information in tables.
- Solve comparison, sum and difference problems using information presented in a line graph.
- Consider the significance of data.
- Identify any similar trends from other sources or investigations that have been studied.

#### **Presenting information**

- Begin to decide which representations of data are most appropriate and why.
- Complete and present information in tables.
- Take digital photos and annotate them with labels or captions.
- Make digital audio recordings for a specific purpose.

### Year 6

#### **Analysing and interpreting information**

- Calculate and interpret the mean as an average, knowing when it is appropriate to calculate a mean of a data set.
- Design and use a tool to record their feelings about the advantages and disadvantages of a proposed development e.g. conducting a transect to observe changes in buildings and land use.
- Select evidence from a range that is the most reliable, considering validity and bias.

#### **Presenting information**

- Encounter and draw graphs relating two variables, arising from their own enquiry.
- Construct pie charts and line graphs.
- Collect, analyse and present data in charts and graphs.
- Take digital photos and annotate them with labels or captions.
- Make digital audio recordings for a specific purpose.