# Geography

## Building on – Leading to Progression

| Field Work Outline<br>***Fieldwork*** *is learning directly in the real world outside the classroom.* Plan, Observe, Measure, Record/analyse and Present | | | | | | | |
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| | **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Fieldwork opportunities and technology**<br><br>**Unit 1** | **Throughout Understanding Our World Continuous Provision**<br><br>Children will explore the school environment.<br><br>Children will experience different weather conditions and their impact on the environment.<br><br>Children will examine and discuss natural objects.<br><br>Children will explore the local area through walks and visits to sites.<br><br>Using small world role play area to | **Autumn 1: What Makes Us All Unique**<br><br>Children will explore the school grounds. They will observe it's physical and human features and investigate how people use and enjoy it.<br><br>Collecting and sorting natural objects (leaves, twigs, stones).<br><br>Taking digital photos of human and physical features. Choose features under categories (colour, texture, size etc.) | **Autumn 2: A Kingdom United? One Kingdom or More.**<br><br>Visit local facilities (shops, library, health centre). Talk about what happens there and investigate why people go there.<br><br>Walk around school pavement on loop.<br><br>To draw a free-hand map.<br><br>Create a questionnaire to find out reasons for using each facility. | **Autumn 1: Coventry: What is our culture?**<br><br>When learning about land use, investigate local buildings, land use, and local facilities and explore issues of environmental quality and value (e.g. by investigating which spaces or places are valued by the local community)<br><br>Take digital photos and annotate these with labels and captions. Consider bird's eye and bug's eye. Choose images under categories 'see', 'think' and 'wonder'.<br><br>Make digital recordings for a specific purpose (i.e traffic noise). Create soundscape. | **Autumn 2: Children: Should they be seen and not heard?**<br><br>To investigate how buildings, land use and facilities have changed. Investigate local development plans. Look at where developments are proposed.<br><br>Design and use a tool to record their feelings about the advantages and disadvantages of a proposed development. | **Autumn 2: Is it right to fight?**<br><br>Link to trip. Take fieldtrips to unfamiliar environments to investigate the physical and human geography of those areas.<br><br>Take digital photos.<br><br>Draw freehand map of a site they have visited.<br><br>Make models, annotated drawings and freehand sketches to record observations. | **Autumn 2: Earth: Fractured or Flourishing?**<br><br>To use the school and its grounds as a site for studying aspects of human and physical geography. Investigate questions such as 'How can our school reduce plastic waste?' or 'How can we make our school grounds more bee friendly?'<br><br>Make large-scale plans to the school site, identifying relevant features and improvements, including cost and considering the environment. |

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| **Fieldwork opportunities and technology**<br><br>**Unit 2** | represent a visited place.<br><br>Making drawings (i.e. of their favourite place)<br><br>Taking digital photos (i.e. of a collection of natural objects, buildings in the locality)<br><br>Drawing a map (i.e. the outdoor area)<br><br>Counting<br><br>Expressing their feelings about places they visit and saying which features they like and dislike. | **Autumn 2: Wondrous Woods**<br><br>Children will investigate the human and physical features of the school and the school grounds (different things they can see).<br><br>Children will add details to a teacher-prepared map.<br><br>Children take part in Get About activity. Call an example and children stand in a place that matches.<br><br>Children will consider how these areas are used; routes around the school site, people's jobs, places that have been and could be improved.<br><br>Children will use small world role play.<br><br>Make digital audio recordings to record information about someone's job – interview caretaker. | **Spring 1: Fire, Fear or Fury?**<br><br>To investigate environmental issues (lack of play facilities, where little collects, road safety issues) in the school grounds or local area.<br><br>Questions – hold a question prompt us to stimulate discussion.<br><br>Draw a free hand map of the school grounds.<br><br>Collect quantitative data (use a pictogram to show how many cars, piece of rubbish etc. in certain areas of school). | **Spring 1 and 2: Ancient Greece: What made the Greeks great?**<br><br>To use the school and its grounds for studying aspects of human and physical geography. Investigate questions such as 'Where does the water go when it rains?'<br><br>Make a model, annotation and field sketch to record observations.<br><br>Draw free-hand maps of routes.<br><br>Talking Trees – use speech bubbles to record as many facts, observations and thoughts about a tree as possible.<br><br>Create a Haiku poem. | **Spring 1 and 2: Raiders or traders?**<br><br>Investigate local journeys and routes, including road safety, public transport provision and sustainable travel choices.<br><br>Use simple sampling techniques appropriately (e.g. time sampling when linking to a traffic survey).<br><br>Collect, analyse and use quantitative data in charts and graphs. Create line graph to show how many cars pass the school at different times of day. | **Spring 1: Is prevention better than cure?**<br><br>To use the school and its grounds for studying aspects of human and physical geography.<br><br>Introduce compass points. Use a compass and share directions with children.<br><br>Use a simplified Likert Scale to record their judgements of environment quality.<br><br>To use survey.<br><br>Complete 8-way thinking.<br><br>Make digital audio recordings and create a soundscape. | **Spring 1 and 2: Does the time fit the crime?**<br><br>When learning about natural resources and trade, to explore issues of sustainability in everyday life, including how everyday goods are produced and traded, as well consumption, waste and recycling.<br><br>Design and use a questionnaire to collect qualitative data (to find out and compare pupil's views on plastic waste). |

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| | | **Spring 1 and 2: Superheroes: Do they live amongst us?**<br><br>Children will observe and record seasonal changes in the school grounds.<br><br>Make annotated drawings to show variations.<br><br>Redesign school field for different seasons. | | | | | |

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| **Fieldwork opportunities and technology**<br><br>**Unit 3** | | **Summer 2: What's in the Outback?**<br><br>Children will investigate different weather conditions.<br><br>They will make and use a simple measurement device that will measure rain and wind speed. | **Summer 2: India: Where in the world?**<br><br>Take a bus journey by coach to investigate a different area that contrasts with the local area.<br><br>Teacher to use a simple recording technique to express their feelings about a specific place and explain why they like/dislike some of the features.<br><br>To use survey. | **Summer 1 and 2: Was Rome built in a day?**<br><br>Take fieldtrips to more distant places to investigate their physical and human geography.<br><br>Develop a simple method of recording their feelings about a place or site.<br><br>Take superhero photos of a place they would like to protect.<br><br>To use survey.<br><br>Design and conduct interviews (to investigate which spaces/places local people value).<br><br>When learning about the water cycle, weather and climate, investigate and record different weather phenomena through observation and using standard measurement gauzes.<br><br>Collect, analyse and present quantitative data in charts and graphs. Create bar chart. | **Summer 1 and 2: Europe: A diverse continent?**<br><br>When learning about economic activities, to investigate local shops (e.g. how far people travel to them and why)<br><br>Design and use a questionnaire to compare how far people travel to different types of shop. Ask teachers through email. | **Summer 1: What is out of this world?**<br><br>When learning about biomes and vegetation belts, visit school woodland to study the trees, plants and ecosystem.<br><br>Take digital photos and record these with labels and captions.<br><br>Use standard field sampling techniques appropriately. | **Summer 2: Mayans: Civilised Mayans?**<br><br>Link to trip. When learning about economic activities, investigate the range and location of primary, secondary and tertiary businesses in the area.<br><br>Recording selected geographical data on a map or large-scale plan, using colour, symbols and a key.<br><br>When learning about natural resources and trade, to explore issues of sustainability in everyday life, including how everyday goods are produced and traded, as well consumption, waste and recycling.<br><br>Design and conduct fieldwork interviews to establish a range of views employees hold. |
| **Fieldwork knowledge** | Use observational field work skills and digital technology | Use observational field work skills and digital technology to study the geography of school grounds and key human and physical features of | Use comparisons to show understanding of geographical similarities and differences.<br><br>Use fieldwork to observe the human and physical | Use comparisons to show understanding of geographical similarities and differences.<br><br>Use fieldwork to observe the human and physical | Use comparisons to show understanding of geographical similarities and differences.<br><br>Use fieldwork to observe the human and physical | Use comparisons to show understanding of geographical similarities and differences.<br><br>Use fieldwork to observe the human and physical | Use comparisons to show understanding of geographical similarities and differences. |

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| | | its surrounding environment. | geography in the environment. | geography in the environment.<br><br>Use fieldwork to measure the human and physical geography in the environment.<br><br>Use fieldwork to record the human and physical geography in the environment.<br><br>Use fieldwork to present the human and physical geography in the environment. | geography in the environment.<br><br>Use fieldwork to measure the human and physical geography in the environment.<br><br>Use fieldwork to record the human and physical geography in the environment.<br><br>Use fieldwork to present the human and physical geography in the environment. | geography in the environment.<br><br>Use fieldwork to measure the human and physical geography in the environment.<br><br>Use fieldwork to record the human and physical geography in the environment.<br><br>Use fieldwork to present the human and physical geography in the environment. | Use fieldwork to observe the human and physical geography in the environment.<br><br>Use fieldwork to measure the human and physical geography in the environment.<br><br>Use fieldwork to record the human and physical geography in the environment.<br><br>Use fieldwork to present the human and physical geography in the environment. |