

### **Early experiences in the Early Years Foundation Stage (ages 3-5)**

Young children in the Early Years Foundation Stage (EYFS) should have plentiful opportunities for free exploration of their EYFS setting and outdoor area, and to make visits to places in the immediate vicinity, e.g. local streets, park, shop, church or mosque, etc. They can explore these places through first-hand sensory exploration, observation, and talk. They should have opportunities to ask questions and follow their own interests. These early opportunities will provide opportunities for language development as they name and describe what they see in discussion with peers and adults.

Young children should be provided with opportunities to

- explore their setting outdoor area, noticing and naming its features e.g. play equipment, different areas and surfaces, flower beds
- experience different weather conditions and their impact on the environment
- examine and discuss natural objects e.g. autumn leaves, twigs, stones
- explore the immediate vicinity of the setting through walks and visits to selected sites

During and after their explorations, children should have opportunities to record what they observe and have noticed by

- using small world play or the role play area to represent a visited place
- making drawings e.g. of their favourite place in the outdoor area, what they saw at the park, etc.
- taking digital photographs e.g. of a collection of natural objects, buildings in the locality, etc.
- sequencing photographs to recall features seen on a visit or short walk in the setting vicinity
- drawing a map e.g. of the setting outdoor area
- counting e.g. cars parked outside the school at the start/end of the day
- express their feelings about places they visit, saying which features they like/dislike

## Year 1/2 Geography Overview

Here, in one document, you will find the yearly cycles, the expectations by the end of KS1 (age 7) regarding Geographical knowledge and ‘Fieldwork’ ideas to be used throughout or during a specific term. The end of Key Stage expectations is subcategorised into **3 aspects of achievement in Geography: Contextual World Knowledge, Understanding and Geographical Enquiry.**

*Cycles (no specific order needed, what fits with your wider curriculum/seasons etc)*

<u>Cycle (Year 1/2)</u>	<u>Focus</u>	<u>Focus</u>	<u>Focus</u>	<u>Fieldwork Ideas?</u> <i>More ideas on the next page!</i>
<b>A</b>	<b>Where am I?</b>	<b>What are the worlds continents and oceans?</b>	<b>What would we see at the seaside?</b>	<b>What has the weather been like at OSPA?</b>
<b>B</b>	<b>Where is the UK?</b>	<b>What is the weather like in the UK?</b>	<b>What is the difference between Grimsby and Mugurameno, Zambia?</b>	

<u>Aspects of Achievement</u>	<u>End of KS1 Expectations</u>
<b>Contextual World Knowledge</b> of locations, places and geographical features.	<ul style="list-style-type: none"> <li>Have simple locational knowledge about individual places and environments, especially in the local area, but also in the UK and wider world.</li> </ul>
<b>Understanding</b> of the conditions, processes and interactions that explain features, distribution patterns and changes over time.	<ul style="list-style-type: none"> <li>Show understanding by describing the places and features they study using simple geographical vocabulary, identifying some similarities and differences and simple patterns in the environment.</li> </ul>
Competence in <b>Geographical Enquiry</b> and the application of skills in observing, collecting, analysing, evaluating and communicating geographical information.	<ul style="list-style-type: none"> <li>Be able to investigate places and environments by asking and answering questions, making observations and using sources such as simple maps, atlases, globes, images and aerial photos</li> </ul>

**Things to consider:**

- Ensure that we plan and assess using a ‘spiral’ approach in Geography to ensure progression and secure learning.
- Refer to the ‘Aspects of Achievement’ and end of Key Stage Expectations will allow the ‘Substantive’ and ‘Disciplinary’ knowledge to be embedded throughout the pupil’s time at OSPA.
- Highlight, tick off when ‘fieldwork’ opportunities or links have been made within the wider curriculum or during their Geography termly focus.

### Initiating fieldwork experiences in Key Stage 1 (ages 5-7 years)

Pupils in KS1 should have a wide range of fieldwork experiences, from free exploration and imaginative engagement with outdoor environments to more structured enquiries which involve the use of simple techniques to record field data to answer geographical questions. The school grounds and the local area within walking distance of the school provide many opportunities for children to plan and conduct simple geographical enquiries which involve fieldwork. Where feasible, Pupils should have opportunities to visit place which is different from the local area. As with younger children, fieldwork should involve opportunities for first-hand sensory exploration, observation, and discussion with peers and adults.

Fieldwork investigations in KS1 should be linked to the themes and topics in the Key Stage curriculum plan. Fieldwork opportunities should be planned to enhance and enrich children's knowledge and understanding of places, and of physical, human, and environmental geography.

#### Fieldwork opportunities

Pupils in KS1 should be provided with opportunities to

- investigate the physical and human features of the school and school grounds, naming and describing what they see e.g. different areas (playground, carpark, field, wildlife area) and how they are used, routes around the school site, people's jobs, places that have been/could be improved, etc
- investigate different weather conditions through observation and by making and using simple measurement devices e.g. to observe wind direction and measure rainfall
- observe and record seasonal changes in the school grounds and local area e.g. in flowering plants and deciduous trees
- explore the local area of the school to investigate the range of buildings, roads, green spaces, and other local features
- visit some local facilities e.g. shops, a library, a health centre and talk about what happens there and investigate why people go there
- take a short journey by bus, tram, or train to investigate a slightly more distant site which contrasts with the immediate local area
- visit a park or local green space to observe its physical and human features, and to investigate how people use and enjoy it
- investigate environmental issues in the school grounds or local area e.g. lack of play facilities, where litter collects, road safety issues.

#### Fieldwork techniques

Pupils should have opportunities to plan and conduct geographical investigations which include fieldwork, and to develop skills in a range of simple techniques for collecting, analysing, and presenting what they learn through fieldwork, including

- using small world play, model making, or the classroom role play area to represent a visited place e.g. a shop, library, or Health Centre
- adding details to a teacher-prepared drawing e.g. adding doors, windows, and other features to the sketched outline of a house
- making annotated drawings e.g. to show variations in a row of houses in a local street
- drawing a freehand map e.g. of the school grounds, or local street or park
- relating a large-scale plan of e.g. the school grounds or a local street, to the environment, identifying known features
- marking information on a large-scale plan of e.g. the school grounds or a local street, using colour or symbols to record observations
- use a simple compass and compass directions (north, south, west, east)
- taking digital photographs e.g. of buildings in the locality, things seen on a bus journey
- making digital audio recordings e.g. when interviewing someone (shop worker, librarian, nurse, etc) about their job
- collecting quantitative data to e.g. create a pictogram of favourite places to play, or how children travel to school
- using a questionnaire to e.g. find out the most popular options for improving playtimes
- collecting and sorting natural objects (e.g. autumn leaves, twigs, stones) to investigate their properties
- using a simple recording technique (e.g. smiley/sad faces worksheet) to express their feelings about specific places, explaining why they like/dislike some of its features.

## Year 3/4 Geography Overview

Here, in one document, you will find the yearly cycles, the expectations by the end of LKS2 (age 9) regarding Geographical knowledge and ‘Fieldwork’ ideas to be used throughout or during a specific term. The end of Key Stage expectations is subcategorised into **3 aspects of achievement in Geography: Contextual World Knowledge, Understanding and Geographical Enquiry.**

*Cycles (no specific order needed, what fits with your wider curriculum/seasons etc)*

<u>Cycle (Year 3/4)</u>	<u>Focus</u>	<u>Focus</u>	<u>Focus</u>	<u>Fieldwork Ideas?</u> <i>More ideas on the next page!</i>
A	<b>What countries are there in Europe?</b>	<b>What is the difference between 2 countries? (Topic links)</b>	<b>What are natural resources and why are they important?</b>	<b>What is the Human and Physical Geography of our area?</b>
B	<b>How can we use atlases to explore the world?</b>	<b>What do we know about Britain?</b>	<b>How do climate zones impact local life?</b>	<b>Which outside space is the best location in school?</b> <i>(Geographical Enquiry)</i>

<u>Aspects of Achievement</u>	<u>End of LKS2 Expectations</u>
<b>Contextual World Knowledge</b> of locations, places and geographical features.	<ul style="list-style-type: none"> <li>Have begun to develop a framework of world locational knowledge, including knowledge of places in the local area, UK and wider world, and some globally significant physical and human features.</li> </ul>
<b>Understanding</b> of the conditions, processes and interactions that explain features, distribution patterns and changes over time.	<ul style="list-style-type: none"> <li>Demonstrate their knowledge and understanding of the wider world by investigating places beyond their immediate surroundings, including human and physical features and patterns, how places change and some links between people and environments.</li> <li>They become more adept at comparing places, and understand some reasons for similarities and differences.</li> </ul>
Competence in <b>Geographical Enquiry</b> and the application of skills in observing, collecting, analysing, evaluating and communicating geographical information.	<ul style="list-style-type: none"> <li>Be able to investigate places and environments by asking and responding to geographical questions, making observations and using sources such as maps, atlases, globes, images and aerial photos.</li> <li>They can express their opinions and recognise that others may think differently.</li> </ul>

### Things to consider:

- Ensure that we plan and assess using a ‘spiral’ approach in Geography to ensure progression and secure learning.
- Refer to the ‘Aspects of Achievement’ and end of Key Stage Expectations will allow the ‘Substantive’ and ‘Disciplinary’ knowledge to be embedded throughout the pupil’s time at OSPA.
- Highlight, tick off when ‘fieldwork’ opportunities or links have been made within the wider curriculum or during their Geography termly focus.



### Developing fieldwork experiences in Lower Key Stage 2 (ages 7-9 years)

Pupils in LKS2 should continue to have a wide range of fieldwork experiences, including free exploration and imaginative engagement and more structured enquiries which involve the use of more specific fieldwork techniques to record field data to answer geographical questions. The school grounds and the local area will provide many opportunities for children to plan and conduct geographical enquiries which involve fieldwork. In LKS2, pupils should have more opportunities to visit unfamiliar places to extend their knowledge and understanding of the wider world, and to develop and apply their fieldwork skills. As with younger pupils, fieldwork should continue to involve opportunities for first-hand sensory exploration, observation, and discussion with peers and adults.

Fieldwork investigations in LKS2 should be linked to the themes and topics in the Key Stage curriculum plan. Fieldwork opportunities should be planned to enhance and enrich children's knowledge and understanding of places, and of physical, human and environmental geography.

#### Fieldwork opportunities

Pupils in KS2 should be provided with opportunities to

- *use the school and its grounds as a site for studying aspects of physical and human geography* by investigating questions such as 'Where does the water go when it rains?', 'How do we travel to school', and 'Where does the food for school dinners come from?'
- *when learning about the water cycle, weather and climate*, investigate and record different weather phenomena through observation and by using standard measurement devices e.g. a thermometer, rain gauge and anemometer
- *when learning about biomes and vegetation belts*, visit a woodland to study the trees, plants, and animals, as an ecosystem
- *when learning about land use*, investigate local buildings, land use, and local facilities, and explore issues of environmental quality and value by, e.g. investigating which spaces or places are valued by the local community
- *when learning about economic activities*, investigate local shops to find out how far people come to use them, and why, or investigate local journeys and routes, including road safety, public transport provision, and facilities for to more sustainable travel choices
- *when learning about natural resources*, explore issues of sustainability in everyday life e.g., energy use and generation, water supply and use
- *take fieldtrips more distant places* to investigate their physical and human geography, e.g. a farm, water treatment plant, botanical gardens, etc, as appropriate to the curriculum plan

#### Fieldwork techniques

Pupils should have opportunities to plan and conduct geographical investigations which necessitate fieldwork, and to develop skills in a range of standard techniques for collecting, analysing, and presenting what they learn through fieldwork, including

- making models, annotated drawings, and field sketches to record observations
- drawing freehand maps e.g. of a short walk to a site in the local area
- relating a large-scale plan of the local area or fieldwork site to the environment, identifying features relevant to the enquiry
- recording selected geographical information on a map or large-scale plan, using colour or symbols and a key
- taking digital photographs, annotating these with labels or captions
- making digital audio recordings e.g. to record traffic noise
- collecting, analysing, and presenting quantitative data in charts and graphs
- designing and using a questionnaire to collect quantitative data, e.g. to find out and compare how far people travel to a local supermarket and corner shop
- designing and conducting interviews, e.g. to investigate which spaces or places are valued by local people
- using simple sampling techniques, e.g. time sampling when conducting a traffic survey
- using a simple Likert Scale to record their judgements about environmental quality in streets near the school
- developing a simple method of recording their feelings about a place or site

## Year 5/6 Geography Overview

Here, in one document, you will find the yearly cycles, the expectations by the end of UKS2 (age 11) regarding Geographical knowledge and ‘Fieldwork’ ideas to be used throughout or during a specific term. The end of Key Stage expectations is subcategorised into **3 aspects of achievement in Geography: Contextual World Knowledge, Understanding and Geographical Enquiry.**

*Cycles (no specific order needed, what fits with your wider curriculum/seasons etc)*

<u>Cycle (Year 5/6)</u>	<u>Focus</u>	<u>Focus</u>	<u>Focus</u>	<u>Fieldwork Ideas?</u> <i>More ideas on the next page!</i>
<b>A</b>	<b>What is a volcano and why are they deadly?</b>	<b>What is climate change and how might it affect us?</b>	<b>Why do people trade?</b>	<b>What is air pollution like in our local area?</b>
<b>B</b>	<b>What are the causes and effects of earthquakes?</b>	<b>What information do Ordnance Survey maps give us?</b>	<b>What is a biome and where are the world’s biomes?</b>	<b>What are the main features of a local river (include water cycle)?</b>

<u>Aspects of Achievement</u>	<u>End of KS2 Expectations</u>
<b>Contextual World Knowledge</b> of locations, places and geographical features.	<ul style="list-style-type: none"> <li>Have a more detailed and extensive framework of knowledge of the world, including globally significant physical and human features and places in the news.</li> </ul>
<b>Understanding</b> of the conditions, processes and interactions that explain features, distribution patterns and changes over time.	<ul style="list-style-type: none"> <li>Understand in some detail what a number of places are like, how and why they are similar and different, and how and why they are changing.</li> <li>They know about some spatial patterns in physical and human geography, the conditions that influence those patterns, and the processes that lead to change.</li> <li>They show some understanding of the links between places, people and environments.</li> </ul>
Competence in <b>Geographical Enquiry</b> and the application of skills in observing, collecting, analysing, evaluating and communicating geographical information.	<ul style="list-style-type: none"> <li>Be able to carry out investigations using a range of geographical questions, skills and sources of information including a variety of maps, graphs and images.</li> <li>They can express and explain their opinions, and recognise why others may have different points of view.</li> </ul>

### Things to consider:

- Ensure that we plan and assess using a ‘spiral’ approach in Geography to ensure progression and secure learning.
- Refer to the ‘Aspects of Achievement’ and end of Key Stage Expectations will allow the ‘Substantive’ and ‘Disciplinary’ knowledge to be embedded throughout the pupil’s time at OSPA.
- Highlight, tick off when ‘fieldwork’ opportunities or links have been made within the wider curriculum or during their Geography termly focus.

### Extending fieldwork experiences in Upper Key Stage 2 (ages 9-11 years)

Pupils in UKS2 should continue to have a wide range of fieldwork experiences, including free exploration and imaginative engagement and more structured enquiries which involve the use of more specific fieldwork techniques to record field data to answer geographical questions. The school grounds and the local area will provide many opportunities for children to plan and conduct geographical enquiries which involve fieldwork. In UKS2, children should have more opportunities to visit unfamiliar places, including, where possible, a residential visit. As with younger children, fieldwork should continue to involve opportunities for first-hand sensory exploration, observation, and discussion with peers and adults.

Fieldwork investigations in UKS2 should be linked to the themes and topics in the Key Stage curriculum plan. Fieldwork opportunities should be planned to enhance and enrich children's knowledge and understanding of places, and of physical, human and environmental geography.

#### Fieldwork opportunities

Children in UKS2 should be provided with opportunities to

- *use the school and its grounds as a site for studying aspects of physical and human geography* by investigating questions such as 'How can our school reduce its plastic waste?', and 'How can we make our school grounds more bee friendly?'
- *when learning about rivers*, visit a local stream or river, to investigate its physical features (meanders, sites of erosion and deposition, etc.) and its use by people now and in the past
- *when learning about settlements*, investigate buildings, land use, and local facilities, and how these have changed over time, and investigate local development plans through visits to derelict sites, empty shops or buildings, or places where road/ housing/ industrial/ retail/ leisure schemes are proposed
- *when learning about economic activities*, investigate the range and location of primary, secondary and tertiary economic activities in the local area
- *when learning about natural resources and trade*, explore issues of sustainability in everyday life e.g., how everyday goods such as food crops and clothing are grown/manufactured and traded, and consumption, waste, and recycling.
- *take fieldtrips to unfamiliar environments* to investigate their physical and human geography of, e.g. a mountain, a rural area, a beach, as appropriate to the curriculum plan

#### Fieldwork techniques

Children should have opportunities to plan and conduct geographical investigations which necessitate fieldwork, and to develop skills in a range of standard techniques for collecting, analysing, and presenting what they learn through fieldwork, including

- making models, annotated drawings, and field sketches to record observations
- drawing freehand maps e.g. of a visited site
- relating large-scale plans to the fieldwork site, identifying features relevant to the enquiry
- recording selected geographical data on a map or large-scale plan, using colour or symbols and a key
- taking digital photographs, annotating these with labels or captions
- making digital audio recordings e.g. to create soundscapes
- collecting, analysing, and presenting quantitative data in charts and graphs
- designing and using a questionnaire to collect quantitative data, e.g. to find out and compare pupils' views on plastic waste
- designing and conducting interviews, e.g. to establish the range of views local people hold about a local development proposal
- using simple sampling techniques, e.g. time sampling when conducting a traffic survey
- designing and using a tool to record their feelings about the advantages and disadvantages of e.g., a proposed development
- to conduct a transect e.g. along a road to observe changes in buildings and land use.