

Colney Heath School

Geography Concepts: Fieldwork Progression.

Linked to: Place, Location, Scale, Connectedness, Human and Physical processes, Environmental Impact.

| Year Group | EYFS National Curriculum Statement | Field Work | Features of learning |
|------------------------------|--|--|--|
| Early Years Foundation Stage | Describe their immediate environment Comparisons of life in this country and other countries – using maps where appropriate Comparing and contrasting environments | St Mark's School Grounds | Find out about the environment by talking to people, examining photographs, simple maps and visiting local places |
| Year 1 | <p>Locational knowledge</p> <ul style="list-style-type: none"> name and locate the world's 7 continents and 5 oceans name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas <p>Place knowledge</p> <ul style="list-style-type: none"> 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 | Seaside location School Grounds | Observe and describe daily weather patterns. Use simple fieldwork and observational skills when studying the geography of their school and its grounds. |
| Year 2 | | Village | Identify seasonal and daily weather patterns. Develop simple fieldwork and observational skills when studying the geography of their school and the local environment |
| Year 3 | <p>Locational knowledge</p> <ul style="list-style-type: none"> 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 | Village | Observe, record, and name geographical features in their local environments. |
| Year 4 | | Affinity Water | Observe, record, and explain physical and human features of the environment. |
| Year 5 | | School Journey | Observe, measure, and record human and physical features using a range of methods e.g. sketch maps, plans, graphs, and digital technologies. |
| Year 6 | | School Journey | Use a range of numerical and quantitative skills to analyse, interpret and present data |

| | | | |
|--|---|--------|--|
| | <p>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</p> <ul style="list-style-type: none"> • 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>Place knowledge</p> <ul style="list-style-type: none"> • 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 in North or South America | Common | collected from fieldwork observations, measurements and recordings |
|--|---|--------|--|