



PYE BANK GEOGRAPHY FIELDWORK PROGRESSION

	FS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Fieldwork NC Objectives	Use simple fieldwork and observational skills to study the geography of their classroom, school and its grounds and the key human and physical features of its surrounding environment	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.	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.	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.	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.	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.	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.
Map work NC Objectives	Uses simple maps to draws information to identify classroom, school and local area. (See further breakdown in unit booklets.)	Use world maps, atlases and globes to identify the United Kingdom and its countries. (See further breakdown in unit booklets.)	Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. (See further breakdown in unit booklets.)	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. (See further breakdown in unit booklets.)	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. (See further breakdown in unit booklets.)	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. (See further breakdown in unit booklets.)	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. (See further breakdown in unit booklets.)
Enquiry question	F.2 What is in my school? F.3 What is in my community?	1:1 What is it like where we live? 1:2 What would we find in a city?	2:3 What is it like to live in an English village?	3:3 What is the landscape like in Castleton?	4:3 Where do we get our water from?	5:3 How can we use fieldwork to understand a moorland environment?	6:3 Why is our coastline changing?
Location	School Grounds Pitsmoor	Pitsmoor Sheffield	Bradfield	Castleton	Ewden Reservoir	Padley Gorge	Flamborough
Fieldwork Opportunities	<ul style="list-style-type: none"> Explore their settings outdoor area, noticing and naming its features. (Unit F.2) 	<ul style="list-style-type: none"> Investigate human and physical features of the school grounds: naming and describing what they see (e.g. different areas, including playground, carpark, forest) and how these areas are used. (Unit 1:1) Investigate different weather conditions through observations and by making and using simple 		<ul style="list-style-type: none"> Study aspects of human and physical geography of a place by investigating questions such as 'Where does the water go? Or Why do tourists visit this place?' (Unit 3.3, 4.3) When learning about the water cycle to investigate and record different weather phenomena through 		<ul style="list-style-type: none"> Study aspects of human and physical geography of a place by investigating questions they generate (Unit 5.3, 6.3) Visit a local stream or river to investigate the physical features (e.g. meanders, sites of erosion and 	



	<ul style="list-style-type: none"> • Experience different weather conditions and their impact on the environment. • Examine and discuss different natural objects (e.g. leaves, twigs, stones). (Unit F.2) • Explore the immediate local area through walks and visits to selected sites. (Unit F.3) 	<p>measurements devices (e.g. to record wind direction, to measure rainfall). (Links to science curriculum)</p> <ul style="list-style-type: none"> • Observe and record seasonal changes (e.g. flowering plants and deciduous trees) in the school grounds and local area. (Links to science curriculum) • Explore the local area of the school to investigate the range of buildings, roads, green spaces and other local features. (Unit 1:1) • Visit some local facilities (e.g. shops, a library, a health centre) and talk about what happens there and investigate why people go there. (Unit 1:1, 1:2 2:3) • Take a short bus journey to investigate a slightly more distant site that contrasts with the immediate local area. (Unit 1:2, 2:3) • Visit a park or green space to observe its physical and human features and investigate how people use and enjoy it. (Unit 1:1, 2:3) • Investigate environmental issues (e.g. lack of play facilities, where litter collects, road safety issues) in the school ground, local area or a close site. (Unit 1:1, 1:2 and 2:3) 	<p>observations and by using standard measuring devices (e.g. thermometers, rain gauges and anemometers) (Unit 4.3)</p> <ul style="list-style-type: none"> • Investigate local buildings, land use and local facilities and explore issues of environmental quality and value (e.g. by investigating which spaces and places are valued by the community (Unit 3.3)) • Investigate local shops (e.g. find out how far people travel to them and why) or investigate local journeys and routes, including road safety, public transport provision and more sustainable travel choices. (Unit 3.3) • Explore issues of sustainability in everyday life (e.g. energy generation and water supply and use) (Unit 4.1 – Biomass Plant, Unit 4.3) • Take field trips to more distant places to investigate their human and physical geography (Unit 3.3, 4.3) 	<p>deposition) and its use by people now and in the past. (Unit 5.3)</p> <ul style="list-style-type: none"> • Investigate how buildings, land use and local facilities have changed over time and investigate local development plans for the future (Unit 6.3) • Investigate the range and location of primary, secondary and tertiary businesses in local area (Unit 6.3) • Take field trips to unfamiliar environments to investigate the physical and human geography of those areas (Unit 5.3. – Peak District, Unit 6.3 – Beaches and Coasts)
<p>Possible fieldwork techniques</p>	<ul style="list-style-type: none"> • Using small world play or the role play area to represent a visited place. • Making drawings (e.g. if their favourite place in the outdoor area, what they saw in the park) • Taking digital photographs • Sequencing photographs to recall features seen on a visit or short walk. • Drawing a map (e.g. of the outdoor area) 	<ul style="list-style-type: none"> • Use small world play or model making to represent a visit place (e.g. a shop, the library or health centre) • Add details to a teacher prepared drawing (e.g. doors, windows and other features to the outline of a house) • Make annotated drawing to show variations (e.g. in a row of houses in a local street) • Draw a free hand map • Relate a large-scale plan to the environment, identifying known features. • Mark information on a large-scale plan using colour or symbols to record observations. • Use a simple compass and cardinal compass directions (north, south, west, east) (Year 2) • Take digital photographs. • Make digital recordings when interviewing someone (e.g. shop worker, librarian, nurse) about their job. • Collecting quantitative data (e.g. to create a pictogram of favourite places to play or how pupils travel to a place) • Use a questionnaire • Collecting and sorting natural objects to investigate their properties 	<ul style="list-style-type: none"> • Make models, annotated drawings and field sketches to record observations. • Draw freehand maps of routes (e.g. of a walk to a site) • Relate large-scale plan of a fieldwork site to the environment, identify features relevant to the enquiry. • Record selected geographical information on a map or a large-scale plan, using colour or symbols and a key. • Taking digital photographs and annotating them with labels or captions. • Making audio recordings for a specific purpose (e.g. traffic noise) • Use a simple compass and cardinal compass directions (Year 3: 4 cardinal points, Year 4: 8 cardinal points) • Collecting, analysing and presenting quantitative data in charts and graphs • Designing and using a questionnaire to collect quantitative fieldwork data (e.g. to compare how far people have travelled) • Designing and conducting interviews (e.g. to investigate which spaces/places local people value) • Using simple sampling techniques appropriately (e.g. time sampling when conducting a traffic survey) 	<ul style="list-style-type: none"> • Make models, annotated drawings and field sketches to record observations. • Draw freehand maps of routes and sites. • Relating large-scale plans to fieldwork site, identifying relevant features • Recording selected geographical data on a map or large-scale plan, using colour or symbols and a key • Taking digital photographs and annotating them with labels or captions. • Making digital audio recordings (e.g. to create soundscapes) • Use a compass and cardinal compass directions to 8 cardinal points. • Collecting, analysing and presenting quantitative data in charts and graphs • Designing and using a questionnaire to collect qualitative data (e.g. to find out and compare people's views of an area) • Designing and conducting fieldwork interviews (e.g. to establish the range of views local people have) • Using standard field sampling techniques appropriately (e.g. taking water samples from a stream)



	<ul style="list-style-type: none">• Counting (e.g. cars parked at the start/end of the day)• Expressing feelings about places they visit, saying which feature they like/dislike.	<ul style="list-style-type: none">• Use a simple recording techniques (e.g. smiley/sad faces worksheet) to express their feelings about a specific place and explaining why they like/dislike some of its features.	<ul style="list-style-type: none">• Using a simple Likert Scale to record their judgements of environment quality• Developing a simple method to record their feelings about a place or site	<ul style="list-style-type: none">• Designing and using a tool to record their feelings about the advantages and disadvantages of a place.• Conducting a transect to observe changes in buildings and land use.
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