

Geography Whole School Overview 2023 - 2024

Our goal for Geography education is that children learn about diverse places, people, and resources, in terms of both natural and human environments, developing:

- a knowledge of globally significant places;
- a deep understanding of the Earth's key physical and human processes; and
- geographical enquiry skills.

| Term | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Right of the month | September: Article 28 – the right to learn and go to school October: Article 12 – the right to be listened to | November: Article 19 – the right not to be harmed and to be looked after and kept safe December: Article 13 – the right to follow your own religion | January: Article 29 – the right to become the best you can be February: Article 42 – the right to learn about your rights | March: Article 7 – the right to a name and a nationality April: Article 24 – the right to food, water and medical care | April: Article 24 – the right to food, water and medical care May: Article 20 – the right to practice your own culture, language and religion | June: Article 22 – the right to special protection and help if you are a refugee July: Article 31 – the right to play and rest |
| Skill of the month | September: Listening October: Speaking | November: Teamwork December: GLOBAL GOALS | January: Problem Solving February: Staying Positive | March: Creativity April: GLOBAL GOALS | April: GLOBAL GOALS May: Aiming High | June: Leadership July: GLOBAL GOALS |
| Whole school days/events linked to Geography | | St Andrew's Day - Scotland | | Fairtrade Fortnight St David's Day - Wales Mother Earth Day | St George's Day- England Outdoor Classroom Day Wonderful World Week Flag Bee Capital Cities Bee Cultural Diversity Day | World Environment Day World Oceans Day |
| Nursery | <p style="text-align: center;"><i>Understanding the World</i></p> <p style="text-align: center;">World map focus Locating countries Languages spoken in the class Recreate tactile scenes from Bear Hunt - rocks, sand, grass, etc.</p> | | | | | |
| Reception | <p style="text-align: center;"><i>Understanding the World</i></p> <p style="text-align: center;">School and its surrounding area Places in the world Farms, farm animals and food</p> <p style="text-align: center;">Changing seasons: impact on natural environment Looking after the environment Maps and positional vocabulary</p> | | | | | |
| Year 1 | Exploring the world Nationalities of the class Find countries on a map using atlases. | | Exploring the UK Local area, United Kingdom, seasons and weather. Compare and contrast Languages and celebrations around the world. | | | |

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| <p>Year 2</p> | <p>Exploring the UK Our local area, countries in the UK, comparing different types of settlements, map making.</p> | <p>Exploring the world <i>Continents and Oceans</i> What are the seven continents? What are the five oceans?</p> <p>Compare and Contrast Australia and England What is the same and what is different between London and Sydney?</p> | |
| <p>Year 3</p> | <p>Locations in the UK and Europe Know rivers and mountains in the UK and Europe. Naming countries and cities in Europe.</p> <p>Comparing and Contrasting Locations in UK and Europe Case study comparing London and another city in Europe.</p> | | |
| <p>Year 4</p> | | | <p>Africa Know equator and tropics across Africa. Identify countries in Africa and major rivers. Identify similarities and differences with the UK.</p> |
| <p>Year 5</p> | <p>South America Identify geographical features of South America using maps. Features of the rainforest, including plants, animals and indigenous peoples.</p> <p>Contrasting Climates How climates vary around the world. How have humans impacted negatively on South America?</p> <p>Map Skills I can locate UK's major urban areas and their characteristics; explain how they have changed over time. I can describe height and slope on a map, including contour lines.</p> | | <p>Climate Change All Change</p> |
| <p>Year 6</p> | | | <p>Exploring the world States and cities and topographical features in North America</p> <p>Compare and contrast Environmental change (global warming)</p> |

Geography Knowledge and Skills Progression EYFS - YEAR 6 2023-24

Our goal for Geography education is that children learn about diverse places, people, and resources in terms of both natural and human environments, developing:

- *their geographical enquiry and map skills;*
- *a deep understanding of the Earth's key physical and human processes; and*
- *a knowledge of globally significant places.*

| Locational Knowledge | Nursery and Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| | <p><i>ELG: Understanding the World</i></p> <p><i>- People, Culture and Communities</i></p> <p><i>-The Natural World</i></p> | <p><i>Name & locate: 7 continents & 5 oceans. Name, locate, identify characteristics of the 4 countries and capitals of UK & surrounding seas.</i></p> | | <p><i>Locate world's countries, Europe (including location of Russia), Americas, concentrating on their environmental regions, key physical and human characteristics, countries, major cities. Locate UK's counties and cities, geographical regions' human and physical characteristics, topographical features, land use & changes over time. Latitude, longitude, Equator, N. & S. hemispheres, Tropics of Cancer & Capricorn, Arctic and Antarctic Circle, Prime / Greenwich Meridian & time zones.</i></p> | | | |

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| | <p>Nursery topics: <i>Wild Animals, Woodland, In the Garden</i> Talk about the differences they have experienced or seen in photos in countries around the world. Begin to understand respect and care for the natural environment. Know that there are different countries in the world</p> <p>Reception topics: <i>Marvellous Me, Let's Celebrate, Magic</i></p> | <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom.</p> <p>Local area – Islington</p> <p>Introduce all terminology & wider world through stories, games & context.</p> | <p>Review Y1</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Name and locate the world's 7 continents and 5 oceans.</p> | <p>Review Y1 and 2</p> <p>UK: Counties and cities Rivers and seas Hills and mountains</p> <p>Europe: Countries and capital cities; rivers and mountains</p> | <p>Review Y1 - Y3</p> <p>UK: London through history (maps)</p> <p>Countries in the world</p> <p>Countries in Africa</p> <p>Longitude and latitude</p> <p>Time zones</p> <p>Equator, N. & S. hemispheres, Tropics of Cancer & Capricorn, Arctic and Antarctic Circle</p> | <p>Review Y1 – Y4</p> <p>Countries in the world</p> <p>Countries in South America</p> | <p>Review Y1 - Y5</p> <p>What is Geography?</p> <p>Countries in the world</p> <p>States and cities in North America</p> <p>Geographical superlatives</p> |
| <p>Place knowledge Compare and contrast</p> | <p><i>Materials, Sunshine and Sunflowers, Wriggle Stomp and Crawl, Marvellous Machines,</i> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> | <p><i>Local scale study – similarities and differences – UK & non-European country</i></p> <p>A local scale study of our <u>school grounds vs Islington</u> through fieldwork.</p> <p>Investigating the wider world continents & major features.</p> | <p><i>Local-scale study of a non – European country.</i></p> <p><u>London vs Australia</u> Comparing the landmarks, weather and natural features of London with Sydney (bridges, buildings, geographical locations and Science link to wildlife and habitats).</p> | <p><i>Regional comparison – similarities and differences – referring to human and physical geography - UK, European country, North or South America</i></p> <p>Comparing London to a European city.</p> <p><u>London vs Paris</u> Comparing the landmarks, natural features and settlements of London and Paris (bridges, buildings, towers and rivers).</p> | <p>Comparing the UK to Africa.</p> <p>Focusing on specific countries and ancient kingdoms, with links to history, including the Ancient Benin Kingdom (modern day Southern Nigeria), the Ancient Ashanti Kingdom (modern day Ghana) and regions in Africa that include the Savanna.</p> | <p>Comparing the Amazon Rainforest to other environments.</p> <p>Climates of the Amazon Rainforest to Antarctica.</p> <p>Environmental change: deforestation of the Amazon and Indonesia.</p> <p>Environmental change: water pollution of the Amazon and the Ganges.</p> | <p>Environmental change (global warming) around the world.</p> |

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| Human and physical Local and Global scales | Recognise some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps – when appropriate. Explore the natural world around them. Recognise some environments that are different to the one in which they live. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons. | <i>Identify seasonal & daily weather patterns (UK & local scales). Identify hot & cold areas of the world in relation to Equator & North & South Poles Use basic vocabulary.</i> | | <i>Describe and understand key aspects of: Climate zones, biomes, vegetation belts, rivers, mountains, volcanoes, earthquakes, water cycle. Types of settlement & land use, economic activity (incl. trade links), distribution of natural resources incl. energy, food, minerals, water</i> | | | |
| | | Knowledge of seasons and daily weather patterns in UK | Build on knowledge of seasons and daily weather patterns in the UK. Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles | Describe key aspects of key physical features: rivers, mountains, and the water cycle. Focus on features of a river Key human features: settlements and land use. | Climate zones Topographical features in Africa Biomes - Savannah Grasslands Natural resources – bronze, gold, diamonds etc. with reference to the ancient Benin Kingdom, the ancient Ashanti kingdom and Tudor England | Climate zones Topographical features in South America including contours Biomes - Amazon rainforest and Atacama Desert Tribal settlements and people in cities in Brazil | Topographical features in North America Earthquakes – San Andreas fault Volcanoes - Kilauea and Maunaloa |
| SKILLS | <i>Begin to ask questions.</i> | <i>Begin to ask questions. Identify places using maps, atlases, globes, aerial images & plan perspectives, make maps, devise simple map using basic symbols, NSEW and directional vocabulary, and fieldwork.</i> | | <i>Develop questions. Locate, describe, explain using maps (including OS maps), atlases, globes, digital mapping. Eight compass points, 4- and 6- figure grid references symbols and key to build knowledge of UK and wider world. Local area fieldwork to measure, record and communicate using a range of methods including maps, plans, graphs.</i> | | | |
| Enquiry, critical thinking | What's 'our place' like? What's the weather like today? | What's the weather like today? What about in other parts of the UK? | How is where we live different to ...? And why? | Where do most people live and why? | What is a region? How can we compare ...? What different climates are there | Where is Antarctica? What kind of place is it and why? What or who will I see? | What could/should the world be like in the future? How and why is this place changing? |

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| | | Where are the sunny and shady places in our school grounds? What's 'our place' like? | What do maps tell us? How do I use an atlas? How does this place compare with other places? | What are rivers and where do they come from / go to? What happens there? | and why? Where are they? Where is this place? How and why are places connected? | | What can we do to influence change? Why do people live near volcanoes? |
| Mapping <i>Royal Geographical Society and Digimaps</i> | <p>Nursery: Use words like 'in front of' and 'behind'. Look at and talk about maps, atlases and globes, using words like big and small</p> <p>Understand position by using basic locational and positional vocabulary to describe the world around them through words alone. For example, "The bag is under the table," – with no pointing.</p> <p>Follow maps around the school created by the teacher and look at maps of the UK and Africa for the Wild Animal topic</p> <p>Reception: Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'</p> | <p><i>Locational knowledge</i> Interpret a range of sources of geographical information: including maps, diagrams, globes, aerial photographs.</p> <p><i>Place knowledge</i> Exploring the physical characteristics of the classroom as a place.</p> <p><i>Human and Physical</i> Communicate geographical information and use basic geographical vocabulary to refer to key physical and human features on maps and plans.</p> <p><i>Skills and Fieldwork</i> Use simple compass directions (North, South, East, West) and locational and</p> | <p><i>Locational knowledge</i> Locate places and physical features on maps and aerial photographs of the local area.</p> <p><i>Place knowledge</i> Consider the physical and human features of the local area and school grounds.</p> <p><i>Human and Physical</i> Use basic geographical vocabulary to refer to key physical and human features of the local area.</p> <p><i>Skills and Fieldwork</i> Interpret a range of sources of geographical information,</p> | <p><i>Locational knowledge</i> Defining The British Isles Great Britain, The United Kingdom and learning which countries make up the British Isles. Locating capital cities on a map of the UK.</p> <p><i>Place knowledge</i> Capital Cities - London, Edinburgh, Cardiff, Belfast, Dublin</p> <p><i>Human and Physical</i> Human - cities and their location, directions, political boundaries. Physical - mountains, rivers, seas</p> <p><i>Skills and Fieldwork</i> Using eight compass points to give directions. Locating places on maps.</p> | <p><i>Locational Knowledge</i> Locate a range of places and landmarks on Ordnance Survey maps of the UK.</p> <p><i>Place Knowledge</i> Learn about the geographical features of specific locations on maps</p> <p><i>Human and Physical</i> Human and physical geography: locate human and physical features on OS maps and consider the symbols for these features in the map key.</p> <p><i>Skills and Fieldwork</i> Interpret maps and aerial photographs. Communicate geographical information through maps. Use the eight</p> | <p><i>Locational Knowledge</i> Using an OS map to locate a range of human and physical features.</p> <p><i>Place Knowledge</i> Considering how the features and characteristics of place are represented on maps.</p> <p><i>Human and Physical</i> Human and Physical features on OS maps. Relief on maps and on the land.</p> <p><i>Skills and Fieldwork</i> Contour lines</p> | <p><i>Locational Knowledge</i> Name and locate counties and cities of the United Kingdom and discover how to locate specific landmarks and places through the use of grid references.</p> <p><i>Place Knowledge</i> Learn about how features of places can be represented through symbols on maps in 2-dimensions.</p> <p><i>Human and Physical</i> Use OS map symbols and the map key to name physical and human features.</p> <p><i>Skills and Fieldwork</i> Interpret maps and aerial photographs. Use the eight points of a compass and six-figure grid references.</p> <p><i>Key Questions</i></p> |

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| <p>Talk about any features on a map (island, treasure, ocean etc)</p> <p>Look at and talk about maps, atlases and globes, using words like big and small</p> <p>Understand position by using basic locational and positional vocabulary to describe the world around them through words alone. For example, “The bag is under the table,” – with no pointing.</p> <p>Use directional vocabulary (up, down, over there etc)</p> <p>Create a simple map (real or imaginary) using mark making, a range of materials (leaves, twigs, bubble wrap etc) and/or mediums (paints, chalks, crayons etc)</p> <p>Have experience of looking at and talking about Google Earth in class</p> | <p>directional language to describe the location of features on a map. Devise a simple map, and use and construct basic symbols in a key.</p> <p><i>Key questions</i> What is a map? What is a plan? Where would we find them? What are compass points? How can we use them to give directions?</p> <p>Digital Maps</p> <ul style="list-style-type: none"> • Find places using a postcode or simple name search • Draw around simple shapes and explain what they are on the map for example, houses • Add simple information to maps for example, labels and markers | <p>including maps, diagrams, globes, aerial photographs. Communicate geographical information in a variety of ways, including through maps. Devise a simple map; and use and construct basic symbols in a key.</p> <p><i>Key questions</i> How can we find out where places are located? What is a map? What is a plan? How can I give directions? How are places represented on maps and plans?</p> <p>Digital Maps</p> <ul style="list-style-type: none"> • Find places using a postcode or simple name search • Draw around simple shapes and explain what they are on the map for example, houses • Add simple information to maps | <p><i>Key Questions</i> How can we use maps to develop our knowledge of the British Isles? Which countries make up the British Isles? What are their capital cities and where are these located? How can we describe the location of different parts of the British Isles?</p> <p>Digital Maps</p> <ul style="list-style-type: none"> • Use the zoom function to locate places • Begin to add annotation labels and text to help me explain features and places • Add photographs to specific locations | <p>points of a compass, four and six-figure grid references, symbols and key to build their knowledge of the United Kingdom.</p> <p><i>Key Questions</i> How can we use maps to find out about the local area? What is an Ordnance Survey map? How are places, human and physical features represented on OS maps? What symbols are used on OS maps? How can we find places on OS maps?</p> <p>Digital Maps</p> <ul style="list-style-type: none"> • Use the zoom function to explore places at different scales • Add a range of annotation labels and text to help me explain features and places • Highlight an area on a map and measure it using the Area Measurement Tool | <p><i>Key Questions</i> What are the definitions of: ‘human feature’ and ‘physical feature’? How are these represented on an Ordnance Survey map? How is land height shown on Ordnance Survey maps? What is a contour line?</p> <p>Digital Maps</p> <ul style="list-style-type: none"> • Combine area and point markers to illustrate a theme • Use maps at different scales to illustrate a story or issue • Use maps to research factual information about locations and features | <p>How can we locate places on Ordnance Survey maps? What is a six-figure grid reference? How can we read them? How is distance represented on a map?</p> <p>Digital Maps</p> <ul style="list-style-type: none"> • Find 6-figure grid references and check using the Grid Reference Tool • Use maps at different scales to illustrate a story or issue • Use maps to research information about locations and features • Use linear and area measuring tools accurately |
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| | | | for example, labels and markers | | <ul style="list-style-type: none"> • Use grid references in the search function • Use the grid reference tool to record a location • Highlight areas within a given radius | | |
| Fieldwork | <p><u>Opportunities</u></p> <p>Nursery:</p> <ul style="list-style-type: none"> • explore the immediate local area through walks and visits to selected sites trips to post letters, Canonbury Gardens, the Fire Station and Little Angel Theatre • explore the setting's 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. leaves, twigs, stones) <p>Reception:</p> <ul style="list-style-type: none"> • explore the setting's outdoor area, noticing and naming its features (e.g. play equipment, different | <p><u>Opportunities</u></p> <p>Investigate the physical and human features of the school and school grounds: naming and describing what they see (e.g. different areas including playground, car park, field, wildlife area) and how these areas are used; routes around the school site, people's jobs, places that have been/could be improved, and so on</p> <ul style="list-style-type: none"> • investigate different weather conditions through observation and by making and using simple measurement devices (e.g. to record wind direction, to measure rainfall) • explore the local area of the school to investigate the range of buildings, roads, green spaces and other local features | <p><u>Opportunities</u></p> <p>Visit some local facilities (e.g. shops, a library, a health centre) and talk about what happens there and investigate why people go there</p> <ul style="list-style-type: none"> • observe and record seasonal changes (e.g. to flowering plants and deciduous trees) in the school grounds and local area • visit a park or local green space to observe its physical and human features and investigate how people use and enjoy it • take a short journey by bus, tram or train to investigate a slightly more distant site that contrasts with the immediate local area | <p><u>Opportunities</u></p> <p>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?'</p> <ul style="list-style-type: none"> • when learning about the water cycle, weather and climate, to investigate and record different weather phenomena through observation and by using standard measurement devices (e.g. thermometers, rain gauges and anemometers) • take field trips to more distant places (e.g. farm, water treatment plant, botanical gardens) to investigate their physical and human geography, as appropriate to the curriculum plan | <p><u>Opportunities</u></p> <p>When learning about biomes and vegetation belts, to visit a woodland to study the trees, plants and animals, as an ecosystem</p> <ul style="list-style-type: none"> • when learning about natural resources, to explore issues of sustainability in everyday life (e.g. energy generation and use, water supply and use) • when learning about land use, to 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) • when learning about economic activities, to investigate local | <p><u>Opportunities</u></p> <p>When learning about rivers, to visit a local stream or river to investigate its physical features (e.g. meanders, sites of erosion and deposition) and its use by people now and in the past</p> <ul style="list-style-type: none"> • when learning about economic activities, to investigate the range and location of primary, secondary and tertiary businesses in the local area (Industrial Revolution) • when learning about natural resources and trade, to explore issues of sustainability in everyday life, including how everyday goods (e.g. food or clothing) are produced and traded, as well as consumption, waste and recycling (Fairtrade Fortnight) | <p><u>Opportunities</u> (Y6 - Isle of Wight Canada Water)</p> <p>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?'</p> <ul style="list-style-type: none"> • take field trips to unfamiliar environments to investigate the physical and human geography of those areas (e.g. mountains, rural areas, beaches) as appropriate to the curriculum plan (PGL) • Geobus workshops about Volcanoes, Earthquakes and Climate Change <p><u>Techniques</u> develop skills in a range of</p> |

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| <p>areas and surfaces, flower beds)</p> <ul style="list-style-type: none"> • experience different weather conditions and their impact on the environment • examine and discuss natural objects (e.g. leaves, twigs, stones) <p><u>Techniques</u></p> <p><i>Nursery:</i></p> <ul style="list-style-type: none"> • use small world play or the role play area to represent a visited place • take digital photos (e.g. of a collection of natural objects, buildings in the locality) • sequence photos to recall features seen on a visit or short walk • express their feelings about places they visit, saying which features they like/dislike <p><i>Reception:</i></p> <ul style="list-style-type: none"> • make drawings (e.g. of their favourite place in the outdoor area, what they saw at the park) • draw a map (e.g. of the outdoor area) | <p><u>Techniques</u></p> <p>develop skills in using a range of simple techniques for collecting, analysing and presenting what they learn, including:</p> <ul style="list-style-type: none"> • using small world play, model making, or the classroom role-play area to represent a visited place (e.g. a shop, the library or Health Centre) • drawing a freehand map (e.g. of the school grounds, local street or park) • relating a large-scale plan (e.g. of the school grounds or a local street) to the environment, identifying known features • using a simple compass and cardinal compass directions (north, south, west, east) | <p><u>Techniques</u></p> <p>develop skills in using a range of simple techniques for collecting, analysing and presenting what they learn, including:</p> <ul style="list-style-type: none"> • investigate environmental issues (e.g. lack of play facilities, where litter collects, road safety issues) in the school grounds or local area • adding details to a teacher-prepared drawing (e.g. doors, windows and other features to the outline of a house) • making annotated drawings to show variations (e.g. in a row of houses in a local street) • marking information on a | <p><u>Techniques</u></p> <p>develop skills in a range of standard techniques for collecting, analysing and presenting what they learn, including:</p> <ul style="list-style-type: none"> • making models, annotated drawings and field sketches to record observations • 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 photos and annotating them with labels or captions • designing and using a questionnaire to collect quantitative fieldwork data (e.g. to compare how far people travel to different types of shop) | <p>shops (e.g. to 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</p> <p><u>Techniques</u></p> <p>develop skills in a range of standard techniques for collecting, analysing and presenting what they learn, including:</p> <ul style="list-style-type: none"> • drawing freehand maps of routes (e.g. of a 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 • making digital audio recordings for a specific purpose (e.g. traffic noise) • collecting, analysing and presenting quantitative data in charts and graphs | <p><u>Techniques</u></p> <p>develop skills in a range of standard techniques for collecting, analysing and presenting what they learn including:</p> <ul style="list-style-type: none"> • recording selected geographical data on a map or large-scale plan, using colour or symbols and a key • taking digital photos and annotating them with labels or captions • making digital audio recordings (e.g. to create soundscapes) • using standard field sampling techniques appropriately (e.g. taking water samples from a stream) • designing and using a tool to record their feelings about the advantages and disadvantages of a proposed development, for instance | <p>standard techniques for collecting, analysing and presenting what they learn including:</p> <ul style="list-style-type: none"> • drawing freehand maps (e.g. of a site they have visited) <p>(Orienteering)</p> <ul style="list-style-type: none"> • making models, annotated drawings and field sketches to record observations • relating large-scale plans to the fieldwork site, identifying relevant features <p>(Orienteering)</p> <ul style="list-style-type: none"> • taking digital photos and annotating them with labels or captions • 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 pupils' views on plastic waste) • designing and conducting fieldwork interviews (e.g. to establish the range of views local people hold about a proposed development) • conducting a transect to observe changes in buildings and land use | |
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| | <ul style="list-style-type: none"> • count (e.g. cars parked at the start/end of the day) • express their feelings about places they visit, saying which features they like/dislike | <ul style="list-style-type: none"> • collecting and sorting natural objects (e.g. leaves, twigs, stones) to investigate their properties • using a simple recording technique (e.g. smiley/sad faces worksheet) to express their feelings about a specific place and explaining why they like/dislike some of its features | <p>large-scale plan (e.g. of the school grounds or a local street) using colour or symbols to record observations</p> <ul style="list-style-type: none"> • taking digital photos (e.g. of buildings in the locality, things seen on a bus journey) • making digital audio 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 school) using a questionnaire (e.g. to find out the most popular options for improving playtimes) | <ul style="list-style-type: none"> • using simple sampling techniques appropriately (e.g. time sampling when conducting a traffic survey) • developing a simple method of recording their feelings about a place or site | <ul style="list-style-type: none"> • designing and conducting interviews (e.g. to investigate which spaces/places local people value) • using a simplified Likert Scale to record their judgements of environmental quality (e.g. in streets near the school) | | |
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