

THE KING'S C OF E PRIMARY Geography – Fieldwork Progression Map

Fieldwork in EYFS		
<p><i>In the Early Years Foundation Stage (EYFS), ample opportunities for children to engage in self-directed exploration both indoors and outdoors are provided. These experiences include short excursions to local environments such as streets, parks, shops, or places of worship. During these outings, children are encouraged to actively use their senses to observe, touch, and discuss what they encounter. We aim to facilitate an environment where they feel comfortable asking questions and pursuing their interests fosters their curiosity and enhances their learning. Through these experiences, children not only expand their vocabulary but also develop their language skills by engaging in conversations with both peers and adults about their observations and experiences.</i></p>		
Curriculum Link	Fieldwork Opportunity	Fieldwork Techniques
<p>Enrichment Link</p> <p>Understanding the World</p>	<ul style="list-style-type: none"> • Explore the school premises and nearby areas to observe and document environmental features such as plants, animals, buildings, and geographical landmarks. • Create maps of The King's School, focusing on significant landmarks such as buildings, playgrounds, gardens, and other points of interest. • Install a weather station on the school grounds to monitor and track weather patterns over time. • Parents or community members from diverse backgrounds are invited to share their traditions, customs, and heritage with students. • Nature walks in selected sites to observe and learn about the natural world. • Create role-playing scenarios that simulate settings such as homes, shops, schools, or community events, encouraging students to take on different roles and perspectives to gain insights into the daily lives, customs, and interactions of people in various social contexts. 	<ul style="list-style-type: none"> • Observational Walks: Environmental observation and exploration, where children observe and explore their immediate surroundings first-hand. • Mapping Landmarks: Developing an understanding of the physical features and landmarks of The King's School. • Weather Station Setup: Natural process observation, where children observe and collect data on weather patterns and changes over time. • Cultural Exploration: Engaging parents or community members to share their traditions, helping children recognise and appreciate similarities and differences among various cultural communities. • Guided Nature Walks: Exploring nature through guided walks allowing children to observe and learn about the natural world around them. • Role-playing Scenarios: Fostering imaginative play through role-playing scenarios, where children gain insights into past and present aspects of life by engaging in role-playing activities that simulate real-life situations such as home, shops, and schools.

Fieldwork in KS1		
<p><i>In Key Stage 1 (KS1), we prioritise providing diverse fieldwork experiences that cater to different learning styles and encourage exploration and engagement with outdoor environments. These experiences range from imaginative play to structured inquiries involving simple techniques for recording field data to answer geographical questions. Our school grounds and the surrounding local area, easily accessible by walking, offer abundant opportunities for children to plan and carry out simple geographical investigations through fieldwork activities. Fieldwork in KS1 focuses on hands-on learning through first-hand sensory exploration, observation, and discussions with peers and adults, which deepen children's understanding of geographical concepts. While exploring places beyond our immediate locality is beneficial whenever possible, our fieldwork activities primarily emphasize understanding nearby environments to support foundational geographical knowledge. Our fieldwork investigations are closely aligned with the Key Stage curriculum plan, enriching children's knowledge and understanding of places, physical features, human activities, and environmental geography. Through these experiences, our aim is to foster a deeper appreciation for the world around them and complement their overall curriculum learning.</i></p>		
Curriculum Link	Fieldwork Opportunity	Fieldwork Techniques
<p>Y1: Our School and Local Area (Autumn 1)</p> <p>Enrichment: Local Walk: Cumberland Road to Kew Village</p>	<ul style="list-style-type: none"> • Investigating the physical and human features of The King's School and its 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. • Exploring the local area of the school to investigate the range of buildings, roads, green spaces, and other local features. • Visiting some local facilities e.g. shops, a library, a health centre and talk about what happens there and investigate why people go there. 	<ul style="list-style-type: none"> • Adding details to a teacher-prepared drawing e.g. adding doors, windows, and other features to the sketched outline of a house. • Drawing a freehand map e.g. of the school grounds, or local street or park. • Marking information on a large-scale plan of e.g. the school grounds or a local street, using colour or symbols to record observations.
<p>Y1: Continents and Oceans (Summer 1)</p>	<ul style="list-style-type: none"> • Orienteering themselves and identifying the cardinal directions relative to the continents/oceans' locations on the world map and/or globe in relation to one another. 	<ul style="list-style-type: none"> • Use a simple compass and compass directions (north, east, south, west) to practice navigational skills while understanding the spatial relationship between geographic features.
<p>Y1: Daily Weather Patterns (Summer 2)</p>	<ul style="list-style-type: none"> • Investigating different weather conditions through observation and by making and using simple measurement devices e.g. to observe wind direction and measure rainfall. • Observing and recording seasonal changes in the school grounds and local area e.g. in flowering plants and deciduous trees. 	<ul style="list-style-type: none"> • Use a simple compass and compass directions (north, east, south, west) to determine wind direction. • Taking digital photographs to document different weather conditions and their effects on the environment. • Making annotated drawings to illustrate seasonal changes.

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		<ul style="list-style-type: none"> Using a simple recording technique (e.g. smiley/sad faces) to express their feelings about the seasonal changes they observe and explain why they like/dislike certain features.
Y2: Local Area - City of London (Autumn 1)	<ul style="list-style-type: none"> Investigating the physical and human features of The King's School and its 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. Take a short journey by bus, tram, or train to investigate a slightly more distant site that contrasts with the immediate local area. 	<ul style="list-style-type: none"> Drawing a freehand map of a local street or park in the city of London. Marking information on a large-scale plan, using colour or symbols to record observations and identify where landmarks are situated. Taking digital photographs of buildings or areas to recognise landmarks and features in the city of London.
Y2: Continent Study – Australasia (Autumn 2)	<ul style="list-style-type: none"> Mastering orienteering and direction finding with a simple compass. Practising field observation, data collection and environmental analysis through collecting and sorting natural objects. 	<ul style="list-style-type: none"> Use a simple compass to identify compass directions (north, east, south, west) and relate these directions to Australia's orientation. Collecting and sorting natural objects (e.g. autumn leaves, twigs, stones) to explore the physical features and landscapes of Australia.
Y2: Sun, Sea and Sand (Summer 1) Enrichment: Thames Young Explorers	<ul style="list-style-type: none"> Take a short journey by bus, tram, or train to investigate a slightly more distant site that 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 local area and the effects of this e.g. pollution, water quality etc. 	<ul style="list-style-type: none"> Observing the river environment, wildlife and human activities. Collect quantitative data on parameters such as pH level and temperature of the river water at different locations along the river. Use water testing kits or instruments to obtain accurate measurements.

Fieldwork in Lower KS2 (Years 3 and 4)

In Lower Key Stage 2 (LKS2), children will participate in engaging fieldwork experiences that encourage exploration and deeper understanding of the world around them. These experiences encompass a variety of activities, including free exploration and structured inquiries using specific fieldwork techniques to collect data and answer geographical questions. Through fieldwork conducted in our school grounds and local area, children have the opportunity to plan and carry out geographical investigations, fostering hands-on learning and observation. Additionally, LKS2 children will venture to new and unfamiliar places, expanding their knowledge of the wider world and honing essential fieldwork skills. Our fieldwork activities are carefully integrated with the curriculum, aligning with themes and topics to enhance children's knowledge of places, physical features, human activities, and environmental geography.

Curriculum Link	Fieldwork Opportunity	Fieldwork Techniques
Enrichment Link		
Y3: Rainforests: South America & Introduction to Biomes (Autumn 2) Enrichment: Kew Gardens	<ul style="list-style-type: none"> Take fieldtrips to 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. Navigate through Kew Gardens using maps, locating specific areas such as the Rainforest biome. Observe and compare different biomes represented within Kew Gardens, focusing on the characteristics of the Rainforest biome and its unique features compared to other biomes. Investigate the climate of rainforests and other biomes, discussing factors such as temperatures, precipitation and humidity while observing the plants and ecosystems within Kew Gardens. 	<ul style="list-style-type: none"> Collecting data on environmental factors within the Rainforest biome, such as temperature and humidity, using simple instruments provided during the visit and presenting this in a chart or graph.
Y3: Our Land (Spring 1)	<ul style="list-style-type: none"> Use the school and its grounds as a site for studying aspects of physical and human geography by investigating questions such as: 'Where does rainwater flow on our school grounds, and how does it impact the land?' and/or 'What primary methods of transport are used by staff and pupils to arrive to school?' When learning about land use, investigate local buildings (residential, commercial), land use (parks, roads, housing), and local facilities (schools, libraries, shops), and explore issues of environmental quality and value by, e.g. investigating which spaces or places are valued by the local community. 	<ul style="list-style-type: none"> Drawing freehand maps recording a simple route to a site in Kew. Relating a large-scale plan of Kew to the environment, identifying features relevant to the question of enquiry. Recording selected geographical information on a map or large-scale plan, using colour or symbols and a key.
Y3: Local Area: Boroughs of London (Summer 2)	<ul style="list-style-type: none"> Investigate the types of buildings (residential, commercial), land use (parks, roads, housing), and local facilities (schools, libraries, shops), 	<ul style="list-style-type: none"> Making annotated drawings, and field sketches to record observations of key physical features, landmarks, or human geography observations within different boroughs of London.

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	<p>exploring the physical and human features within London's boroughs.</p> <ul style="list-style-type: none"> 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 within an urban context. 	<ul style="list-style-type: none"> Drawing freehand maps of a short walk in the local area to understand spatial relationships and landmarks within a borough. Taking digital photographs, annotating these with labels or captions to highlight key observations or details, such as architectural styles, urban density, or transportation modes.
Y4: Water Cycle and Extreme Earth (Spring 1)	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Collecting, analysing and presenting quantitative data in charts and graphs. Using a simple Richter Scale to identify how likely it would be for an earthquake to happen in various locations.
Y4: How Does Your Garden Grow? (Spring 2) Enrichment: Chiswick House: The Kitchen Gardens	<ul style="list-style-type: none"> 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 food for school dinners come from?' Observe and interact with gardeners actively working in the Kitchen Garden to learn about the history, purpose, and sustainability initiatives of the Kitchen Garden. Participate in tasting sessions and pick fresh produce from the garden. 	<ul style="list-style-type: none"> Collecting data on environmental conditions within the garden, such as soil moisture, temperature, and sunlight exposure, to understand how these factors impact plant growth and productivity. Creating maps or diagrams of the kitchen garden, identifying key areas such as vegetable beds, fruit trees, herb gardens, and composting bins. Designing and using a questionnaire to collective quantitative data, e.g. data related to visitors' perceptions and experiences regarding the location, its surroundings, and their interactions with the environment. Designing and conducting interview, e.g. to enable deeper exploration of visitors' perspectives and experiences related to the geographical aspects of the Kitchen Garden.
Y4: Coasts I (Summer 2)	<ul style="list-style-type: none"> Use digital maps and online resources to explore Whitby's landscape and land use patterns remotely. Compare the physical geography of Whitby with that of Kew (a contrasting location). 	<ul style="list-style-type: none"> Use field sketches and annotated drawings to document coastal landforms and geological features. Create comparative diagrams or charts to illustrate differences and similarities in physical geography between Whitby and Kew. Conduct surveys or interviews with local residents in Whitby to understand aspects of human geography such as population, employment, and tourism. Use census data or statistical information to analyse demographic and economic factors in Whitby compared to the students' local area.

Fieldwork in Upper KS2 (Years 5 and 6)

In Upper Key Stage 2 (UKS2), children continue to benefit from a diverse range of fieldwork experiences that foster curiosity, exploration, and structured inquiry in geography. These experiences include both free exploration and more focused enquiries utilising specific fieldwork techniques to gather and record data that helps answer geographical questions. Our school grounds and the local area offer abundant opportunities for children to plan and conduct geographical investigations through fieldwork. Additionally, in UKS2, children will have increased opportunities to visit unfamiliar places, including potential residential trips, where feasible. Like younger children, fieldwork in UKS2 remains focused on sensory exploration, observation, and meaningful discussions with peers and adults. Fieldwork investigations in UKS2 are closely linked to the themes and topics covered in the Key Stage curriculum plan. Each fieldwork opportunity is carefully planned to enhance and enrich children's knowledge and understanding of places, physical geography, human geography, and environmental factors. These experiences are designed to deepen children's appreciation and engagement with the world around them, fostering valuable skills and insights that support their ongoing learning journey in geography.

Curriculum Link	Fieldwork Opportunity	Fieldwork Techniques
Enrichment Link		
Enrichment: Y5 School Journey - High Ashurst Outdoor Education Centre	<ul style="list-style-type: none"> Reading maps and navigating through orienteering activities. Applying map reading and route planning in outdoor pursuits like rock climbing and hiking. 	<ul style="list-style-type: none"> Relating large-scale plans to the fieldwork site, identifying features relevant to the enquiry.
Y5: Continent Study – Europe – Italy (Autumn 2)	<ul style="list-style-type: none"> Use maps to locate Europe on a world map and specifically identify the location of Italy. Investigate the physical geography of Italy, focusing on its diverse landscapes, including mountains, coastlines, and inland regions. Study famous cities and landmarks of Italy to understand their significance and cultural heritage. Learn about the rich cultural heritage of Italy, including cuisine, art, music, and traditions. 	<ul style="list-style-type: none"> Conduct map-based activities to visualize the geographical features of Europe and Italy, including continents, seas, and surrounding countries. Plan a virtual field trip to explore Italy's physical features such as the Alps, Apennine Mountains, and coastal areas. Engage in cultural activities such as Italian cooking demonstrations, music appreciation sessions, or art projects inspired by famous Italian artists. Conduct research and analysis to explore similarities and differences in physical geography, climate, economy, and culture between Veneto and a chosen UK region.

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<p>Y5: Contrasting Localities: South America (Spring 2)</p>	<ul style="list-style-type: none"> • Use maps to locate and identify countries within South America. • Investigate the diverse climate zones across South America. • Compare the Andes mountain range in South America with a similar area in the UK (e.g., Scottish Highlands). • Identify and analyse human geography aspects of South America, including population distribution, urbanization, and economic activities. • Investigate the concept of world trade and economic connections in South America. 	<ul style="list-style-type: none"> • Gather data on climate, population, and economic indicators through online research, surveys, or interviews with experts. • Create visual comparisons (e.g., charts, graphs) between South American regions and UK counterparts to highlight similarities and differences in geography and human activities. • Use virtual tours, videos, and interactive maps to explore South American landscapes, cities, and cultural sites. • Engage in activities to understand geographical concepts such as latitude, longitude, climate zones, and environmental regions using maps and data sets. • Foster cultural appreciation through activities like learning about indigenous cultures, traditional arts, and music from South America.
<p>Y5: Investigating Rivers (Summer 1)</p> <p>Enrichment: River Thames</p>	<ul style="list-style-type: none"> • Observing and explaining various components of the water cycle, such as evaporation, condensation, precipitation, and runoff, through direct observation of the river and its surroundings. • Exploring the processes of erosion, transportation, and deposition by observing the river's flow and its impact on the surrounding landscape, including the formation of features like meanders, deltas, and riverbanks. • Investigating the causes and effects of river pollution by conducting field observations of the river's water quality, identifying potential sources of pollution, and discussing the environmental impact on aquatic ecosystems and human communities. • Children can engage in geographical inquiry by formulating questions about the river's characteristics, conducting field investigations to gather data, analysing their findings, and drawing conclusions about the river's features, functions, and environmental significance. 	<ul style="list-style-type: none"> • Conducting simple scientific tests to assess the water quality of the river, including measurements of pH, dissolved oxygen, turbidity, and presence of pollutants. • Collecting sediment samples from the riverbed and analyse their composition and characteristics to understand erosion, transportation, and deposition processes. • Observing and sketching the features of the riverbank, including vegetation, erosion patterns, and human infrastructure, to understand the dynamics of river landscapes. • Collecting and identifying macroinvertebrates from the river, using them as indicators of water quality and ecological health. • Creating maps of the river and its surroundings, including features such as meanders, tributaries, land use patterns, and pollution sources, to visually represent their geographical understanding of the area.
<p>Y6: Trade (Spring 1)</p>	<ul style="list-style-type: none"> • Use maps to visually represent the UK's trade links with other countries. • Investigate specific trade relationships between a chosen country and the UK. • Identify imported and exported goods in the UK's trade relationships. • Explore the concept of Fair Trade and its significance in global markets. • Study the global economy and the complexities of supply chains. 	<ul style="list-style-type: none"> • Gather trade data, import-export statistics, and market trends to analyse patterns and relationships in international trade. • Visit local businesses, ports, or trade-related facilities to observe trade operations and logistics first-hand. • Interview trade experts, business owners, or industry professionals to gain insights into trade practices and challenges. • Collaborate with peers to research and present findings on specific trade topics, such as Fair Trade initiatives or global supply chain dynamics. • Organize debates or discussions on the benefits and risks of international trade, emphasizing critical thinking and informed opinions.
<p>Y6: Contrasting Localities: North America (Summer 1)</p>	<ul style="list-style-type: none"> • Use maps to identify and locate countries within North America. • Investigate and compare climates across North America. • Explore diverse geographical features of North America, including mountains, rivers, and biomes. • Explore time zones in North America and compare them with other regions worldwide. • Compare a region in the UK (Wales) with a region in North America (Texas). 	<ul style="list-style-type: none"> • Gather geographical data, climate statistics, and cultural information through online research, surveys, or interviews with residents. • Use virtual tours, videos, and interactive maps to explore North American landscapes, cities, and cultural sites. • Create detailed maps and visual representations of geographical features, including mountains, rivers, and climate zones in North America. • Engage in discussions and reflective activities to analyse the significance of latitude, longitude, and time zones in relation to geographical features and regional differences. • Foster cultural appreciation through activities like exploring traditional music, cuisine, and customs of different regions in North America.
<p>Y6: Coasts II (Summer 2)</p> <p>Enrichment: Y6 School Journey - Osmington Bay</p>	<ul style="list-style-type: none"> • Visit Osmington Bay to observe coastal erosion and study the formation of coastal features. • Investigate how the shape and geography of the UK coastline have changed over thousands of years. • Utilize online databases of photographs to explore landscape changes over time. 	<ul style="list-style-type: none"> • Engage in sketching and note-taking during field trips to document coastal features and erosion processes. • Use geological maps and cross-sections to interpret coastal landforms and understand geological processes. • Compare historical and recent photographs to identify changes in coastal landscapes and human interventions.

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	<ul style="list-style-type: none">• Predict how physical factors might impact coastal landscapes in the future.	<ul style="list-style-type: none">• Gather data on erosion rates, sediment transport, and sea-level changes to analyse landscape dynamics.• Collaborate on scenario planning activities to predict and discuss potential future landscape changes based on climate and environmental factors.
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