

Inclusion

To make geography lessons inclusive, teachers need to anticipate what barriers to taking part and learning particular activities, lessons or a series of lessons may pose for pupils with particular SEN and/or disabilities. So in your planning you need to consider ways of minimising or reducing those barriers so that all pupils can fully take part and learn.

For example:

- Use pictures and actions to support oral rehearsal, embedding new learning and reinforcing new language.. Use story maps (a story to go with a map, or vice versa) to bring an area to life and link geography with literacy*
- Unfamiliar learning environment e.g. Trips or fieldwork, Check the way marking used round the school, school grounds and any other centre's is clear and in accessible formats*
- Key questions and vocabulary linked to what you are currently learning should be displayed in your class. You can then refer to the vocabulary on your working walls or vocabulary pyramids when you are speaking and when you are modelling writing. This will encourage learners to use the vocabulary displayed to support their independent work. Adding visuals to key vocabulary ensures all learners can access it. Create accessible wall displays, including maps and plans and key geographical words.*
- We recognize that the language of geography may be challenging for many pupils – for example: " the specific geographical use of everyday words such as 'mouth of the river', 'water table' " terms specific to geography, such as 'erosion', and " terms like 'climate', 'gradient', 'height' or 'distance', which can create barriers for many pupils because of their abstract nature. New vocabulary should be planned for and taught in context. Model using new words in a sentence and give learners time to practise them in context. For example, give them time to answer a question and share their answer.*
- Photographic evidence of practical work, visits and visitors. In the lesson take account of their oral contributions as well as their written work.*
- Use picture and word banks of key vocabulary. When older learners are doing extended writing, make sure that they have word banks of key topic words with pictures to match.*
- ICT to support teaching and learning-the use of accessibility features such as, talking processor to read out text. ICT can be used to make geography lessons more accessible for all pupils. For example, videoconferencing and e-mail with digital photographs attached are useful ways of linking pupils in one school with pupils in another, however far away. Pupils can exchange ideas about their contrasting localities. They can ask questions about the environment (the built-up area as well as the natural environment and the weather), the economics of the area (trade, jobs people do) and people and the way they live (including how disability, gender or age affect social relationships)*

- Make learning multi-sensory, e.g., if you are learning a new concept or piece of vocabulary, read it, draw it, write it, act it out.
- Allow thinking time: always allow thinking time when you ask a question, even before children talk to their partner (think, pair, share)
- Think carefully about the design of any resources that you use and ensure it meets the individual needs of learners with SEND, such as an increased text size or an accessible font. Ensure that resources are designed with the end goal in mind; if you are asking learners to annotate a text, have you left a wide margin to give room for this? Can you double space the text to allow for room to write annotations?

Year Group

Nursery

EYFS: Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Links to TPNS EYFS Curriculum:

Two Year Olds

***UW End Goal:** TBC

UW:4 Beginning to explore natural materials, indoors and outside (curiosity, loose parts natural thinkers)

UW:18 I am beginning to understand seasons and enjoy looking at artefacts found during Autumn, Winter, Spring and Summer

UW:15 Explore and respond to different natural phenomena in Nursery. E.g. standing in the rain with wellies and umbrellas, jumping in puddles, bugs, local walks etc

UW:12 Beginning to use all their senses in hands-on exploration of natural materials (curious to explore and make own choices).

UW:10 Able to talk about what they see, using a wide vocabulary.

UW:9. Explore how things work. (problem solving & science experiments)

UW:1 Repeat actions that have an effect. (Exploring how things work)

3-4 Year olds -

***UW End Goal:** Every child will learn about the people and places in their own community and be encouraged to explore, investigate the natural world.

UW:2 I know that some things change over time e.g. buildings, towns, people, nature, and talk briefly about these

UW:3 I am curious and use objects/photographs to discuss the past

UW:7 I notice changes between seasons and can briefly talk about these using correct language to describe

UW:14 know the town in which I live and I am beginning to understand that different Towns and Cities exist beyond Tavistock

UW:13 I can create my own simple map to direct someone to a place in Nursery

UW:19 I show some interest in life in other countries

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	UW: 28 I am beginning to predict what I think might happen UW:30 I can test my own ideas/ evaluate what has happened and talk about what I would do differently next time								
Term	Autumn Term			Spring Term			Summer Term		
	Location/Place Knowledge 	Human and Physical Geography 	Geographical Skills and Fieldwork 	Location/Place Knowledge 	Human and Physical Geography 	Geographical Skills and Fieldwork 	Location/Place Knowledge 	Human and Physical Geography 	Geographical Skills and Fieldwork 
	I can talk about my house and the nursery building. I can talk about where my room is in my house.	I can talk about the changes that take place around me in autumn and winter. I can explain the changes in the weather.	Autumn walks - I can follow simple instructions through listening and attention games. I can identify changes in the world around me. I can follow a simple map to a specific location in the classroom.	I can tell you about places that are nearby such as the environmental garden and the park.	I can talk about the changes that take place in spring time. I notice the changes in the weather.	Spring walks - I can follow simple instructions through listening and attention games. I can identify simple changes in the world around me using my noticing skills. I can follow a simple map of the environmental garden.	I can talk about favourite places I have visited and special times with family and friends. I know that there are other towns and cities outside of Tavistock.	I notice the changes in the weather during the summer season.	Summer walks - I can follow simple instructions through listening and attention games.
Vocabulary	Autumn, Winter, Family, House, School, Weather, Cold, Stop, Go, Leaves, Changing, Frost			Park, Garden, Playground, Growing, Spring, Seed, Plants,			Holiday, Sun, Hot, Summer, Beach Sea		
Fieldwork Opportunities	- Play I spy and ask the children if they can identify landscape features, such as fields, trees etc - Going on walks/Seasonal walks around the nursery and school grounds, take photographs and look at them altogether. Compare these. - Collecting artifacts on your walk and creating some land art or seasonal art.						Example questioning: What can you see? What does it feel like? Where should we put this bird feeder? Why? Tell me about where		

	• Car mat play (town) • Journey sticks/journey bracelets-linear map of their walk and helps children recall what they have encountered • Table top maps can be used for small-world play, cars or lego	you live	
Year Group	Reception EYFS: Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension Links to TPNS EYFS Curriculum: <u>Reception Curriculum:</u> *UW End Goal : Children will know about their local, wider community and environment and begin to understand the need to respect all living things. UW:1.To name the features of our local environment. UW:4.To navigate around our local environment using simple instructions. UW:7.To begin to explore the features of a map including aerial photography. UW:10.To be able to draw a simple map and use relevant language to describe it. UW:5.To recognise man-made and natural features around us. UW:8.To begin to know about our wider local area. UW:11.To learn about contrasting locations. UW:3.To know about the local services within our community. UW:6.To learn about the similarities and differences in and between our own homes. UW:9.To know about the seaside and its position on the coast in our locality. UW:13.To understand about special places in our community and the wider global UW:16.To be able to order pictures/artifacts chronologically. UW:22.To learn about our own families and others'. UW:18.To use our senses to explore Seasonal Changes and the world around us.		
Term	Autumn Term	Spring Term	Summer Term

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	Location/Place Knowledge 	Human and Physical Geography 	Geographical Skills and Fieldwork 	Location/Place Knowledge 	Human and Physical Geography 	Geographical Skills and Fieldwork 	Location/Place Knowledge 	Human and Physical Geography 	Geographical Skills and Fieldwork 
	I can talk about things in my immediate environment. I can talk about where to find: the classroom, the playground, the park, the field. I can talk about man-made and natural features.	I can talk about the changes around me in autumn and winter. I can talk about the temperature dropping, trees losing their leaves, needing to wear warmer clothes.	Treasure hunt - I can use effective speaking and listening to navigate around the classroom. I can follow instructions such as forward, backwards, left and right. I can draw a simple map and use the correct language to describe it.	I can tell you that the moors and their position around Tavistock. I can explain that Tavistock is on Dartmoor which is a National Park.	I can talk about the changes around me in spring. E.g I can talk about leaves appearing on the trees, flowers are beginning to grow, and lambs are born.	Treasure hunt - I can use effective speaking and listening to navigate around the playground. I can give others accurate instructions such as forward, backward, left and right. I can draw a simple map of the playground and use the correct language to describe it.	To be able to talk about the seaside and its position on the coast.	To be able to talk about the summer season and the changes around them. To be able to talk about how the seaside has changed.	Treasure hunt - To be able to use effective speaking and listening to navigate around the classroom. Summer walks identifying changes in the world around us.
Vocabulary	Autumn, winter, shop, town, tree, road, park			Spring, moors, mountain, hill, countryside			Beach, sea, wave, sand, pebble		
Fieldwork opportunities	- Children can take pictures with support of man-made and natural objects in the local area - Make simple drawings of man-made and natural features of the local area and wider local area - Use age appropriate mathematical skills to count objects linked to geography - Traditional stories such as little Red Riding Hood lend themselves to map-based retelling using either 3d modeling map or 2d drawn map. - Chalks can be used to draw directions or islands in the playground						Example questioning: How do we take pictures? What are you drawing? Is it man-made or natural?		

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Vocabulary	town, county, moors, landmark,			Country, capital city, ocean			Equator, hot, cold, wildlife, Arctic, Africa, continent		
Fieldwork opportunities	<u>Gathering Information:</u> - Listen to an adult asking another child or adult about familiar environments or activities and with support identify what parts give us an insight into the geography of that area - Name and describe what they can see around the school grounds and further afield (trip dependent) - Take a journey to a contrasting local area via bus, train or walking etc and describe what can be found there - Investigate the local area and why people visit certain shops/places - Investigate a environmental issue linked to the local area <u>Sketching/drawing information:</u> - Draw features they observe in their familiar environment - Sketch and draw certain aspects of physical and human geography in areas contrasting their own locality <u>Collecting Audio/Visual information :</u> - Take a photo as a record of what they have seen when exploring different environments - Take a recording of what they have seen and heard when exploring different environments <u>Measuring :</u> - Use age appropriate mathematical knowledge to count objects when carrying out fieldwork <u>Representing Information :</u> - With support create a tally chart and pictogram of found information						Examples of Fieldwork at TPNS Year 1:		
Year Group	Year 1/2								
	This year's mixed 1/2 classes and the mixed reception/year 1 class will be completing the year 1 curriculum.								
Term	Autumn Term			Spring Term			Summer Term		
	Location/Place Knowledge 	Human and Physical Geography 	Geographical Skills and Fieldwork 	Location/Place Knowledge 	Human and Physical Geography 	Geographical Skills and Fieldwork 	Location/Place Knowledge 	Human and Physical Geography 	Geographical Skills and Fieldwork 

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	Knowledge: I know where I live in the world. Skill: I can use a map to locate Tavistock and identify that it is in the county of Devon in England.	Knowledge: I know the difference between man-made and natural features. Skill: I can use aerial photographs and fieldwork to identify key features in the local area. For example, I can recognise the moors are a natural feature, and that St Eustachius is a man-made feature.	Map Skills - photos of the classroom. Using the skills learnt in Foundation, I can draw a map of the classroom which includes the markings of key objects (smartboard, reading area etc) Extension - create a map of the school hall.	Knowledge: I know that I live in Tavistock which is in England. I know that England is part of the United Kingdom. Skill: I can name and locate England, Wales, Scotland and Ireland on a map. I can name the seas surrounding the UK (English Channel, Irish Sea, North Sea).	Knowledge: I know that there are 4 countries in the United Kingdom, and I know their capital cities. I know that each country has iconic symbols to represent them. Skill: I can use a map to name human geographical features of each country (capital cities - London, Cardiff, Edinburgh, Belfast) I can use drawings and pictures to name important human representations of each country (daffodil, shamrock, thistle, rose, tartan, dragon)	I can use an atlas and a world map to identify the U.K and its countries.	Knowledge: I know that different parts of the world have different weather because of where they are positioned. I know that the Arctic is a cold because it is further away from the equator and Africa is hotter because it is closer to the equator. Skill: I can use an atlas to locate the equator. I can point out the Arctic and Africa on a map.	Knowledge: I know that there are certain factors that contribute to the climates in these regions (introduce the equator). I can name some of the wildlife found on each continent and how they are adapted to live there. Skill: I can use images of each continent and match animals that would live in each region. I can give reasons to support my choices. E.g - Polar bears have a thick layer of fat and fur to protect them from the cold.	I can use atlases and maps to locate these areas.
Vocabulary	town, county, moors, landmark			Country, capital city, ocean			Equator, hot, cold, wildlife, Arctic, Africa, continent		

Fieldwork opportunities	<u>Gathering Information:</u> • Ask an adult pre-prepared questions • Gather information using a range of methods (counting, tally, pictures etc) and say with support why they might use a certain method over another • Take a journey to a contrasting local area via bus, train or walking etc and gather information on what the area has • Investigate the local area and talk to people to find out why they have visited these areas • Investigate a environmental issue linked to the local area and carry out a survey into it with local people • Use compass points to help gather information <u>Sketching/drawing information:</u> • Draw what they observe when collecting information • Add colour, texture and detail to prepared field sketches. • Add labels to correct features. <u>Collecting Audio/Visual information :</u> • Take a photo as a record of what they have seen when exploring different environments and compare different photos • Take a recording of what they have seen and heard when exploring different environments and compare videos <u>Measuring :</u> • Use age appropriate mathematical knowledge to count known objects when carrying out fieldwork using different methods (tally, counting in 2s) <u>Representing Information :</u> • Create a tally and pictogram from information gathered • Say what they have found as a result of fieldwork		Examples of Fieldwork at TPNS Year 2:
Year Group	Year 3/4 This year's mixed 3/ 4 classes will be completing the year 4 curriculum.		
Term	Autumn Term	Spring Term	Summer Term

	Location/Place Knowledge 	Human and Physical Geography 	Geographical Skills and Fieldwork 	Location/Place Knowledge 	Human and Physical Geography 	Geographical Skills and Fieldwork 	Location/Place Knowledge 	Human and Physical Geography 	Geographical Skills and Fieldwork 
	Knowledge: I know the name of three counties and their location in the South West of England. Skill: I can use a map to locate Cornwall, Devon and Somerset and describe their position in relation to each other. I can use a map to locate major settlements in each county such as: Exeter, Plymouth, Truro, Taunton.	Knowledge: I know the differences between different types of settlements (village, town, city). I know that the coast has played an important role in the history of these counties. Skill: I can use a map to name and locate major rivers such as the Tamar, Fowey. I can use fieldwork to find out about the importance of fishing and mining in the south west.	Map Skills - introduce ordnance survey maps. I can use a map of the local area and discuss what I can see. I can use symbols and a key to record places of interest in the local area (Devon, Cornwall or Somerset) using a range of methods, including sketch maps, plans and graphs, and digital technologies (google earth).	Revisit previous learning... Knowledge: I can name major countries within each continent. E.g Europe - France, Germany, Spain Africa - South Africa North America - United States of America South America - Brazil Oceania - Australia Asia - India, China Skill: I can name and locate the 7 continents and 5 oceans on a world map.	Knowledge: I know the different climate zones and biomes. I can tell you that Asia has hot and humid climate whereas Antarctica is extremely cold. Skill: I can compare two environmental regions (e.g Asia and Antarctica) and present their differences in an interesting way.	I can use atlases and world maps to locate the 7 continents and 5 oceans. I know that the Atlantic Ocean separates Europe from North America. I know that the Pacific Ocean is the largest.	Knowledge: I know that rivers are connected to the ocean. I know that rivers are represented as a blue line on a map. Skill: I can use a map to locate the major rivers in the southwest. I can identify the source of the river and where it meets the sea.	Knowledge: I know that a river is formed when water moves from high elevations to lower elevations. I know that rivers have been a valuable resource throughout history - links to water supply and transport. Skill: I can use fieldwork to talk about a local river and compare it to a larger river from elsewhere in the world.	Use aerial photographs, labelled field sketches (field work at the Tavy river) and maps to locate rivers.

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Vocabulary	county, urban, rural, village, city, region			Continent, climate, biomes, environment			Water cycle, tributary, meander, estuary, source, mouth		
Fieldwork opportunities	<u>Gathering Information:</u> - Gain confidence in speaking to an unfamiliar person when collecting data. Record some of what they found out. - Use a simple database to present findings. <u>Sketching/drawing information:</u> - Draw a sketch of a simple feature from observation or photo. - Add colour, texture and detail to own field sketches. - Add title and descriptive labels with help <u>Collecting Audio/Visual information :</u> - Point out useful views to photograph for their investigation. - Add titles and labels to photos giving date and location. - Point out useful views/sounds to record for their investigation. - Watch/listen carefully to recordings and write what they find out <u>Measuring :</u> - Use everyday standard and non-standard units occasionally. - Begin to organise recordings. <u>Representing Information :</u> Use mathematical knowledge to represent data using appropriate methods (bar chart, tally chart and line graphs)						Examples of Fieldwork at TPNS Year 4:		
Year Group	Year 5								
Term	Autumn Term			Spring Term			Summer Term		
	Location/Place Knowledge 	Human and Physical Geography 	Geographical Skills and Fieldwork 	Location/Place Knowledge 	Human and Physical Geography 	Geographical Skills and Fieldwork 	Location/Place Knowledge 	Human and Physical Geography 	Geographical Skills and Fieldwork 

	Knowledge: I know that Europe is a continent. I know the names and locations of some important countries in Europe. Skill: I can use a map to locate England, Germany, Spain, Italy, France and Czech Republic on a map.	Knowledge: I know the difference between human and physical features and can give examples from each country. Skill: I can use a map to identify physical features in each country. For example, rivers, mountains, and capital cities. I can use fact files to research key information about a country.	Map Skills - use eight compass points to locate capital cities in the U.K. I can use an atlas to locate Europe and specific European countries. I can use N, NE, E, SE, S, SW, W and NW to describe the position of different countries in relation to each other.	Knowledge: I know some regions on earth that are at risk from natural disasters. Skill: I can identify tectonic plates on a map and name some countries that have experienced natural disasters in recent history. E.g Japan tsunami, earthquake in New Zealand. Knowledge:	Knowledge: I know that volcanoes are formed when magma escapes through the earth's crust. I know that an earthquake occurs when tectonic plates move. I know that a tsunami is created by an earthquake on the seabed. Skill: I can use images to demonstrate my understanding of how each natural disaster occurs. I can use pictures to identify the damage cause by a natural disaster	Use the 8 points of a compass learnt in Autumn 1 to describe the locations of natural disaster risk points on a continent. (E.g South-East Asia)	I can name the 4 countries of the UK (England, Scotland, Wales and Northern Ireland). I know the Mediterranean is a region in southern Europe. Skill: I can use a map to locate each country in the United Kingdom. I can use a map to locate the United Kingdom and Mediterranean region on a map. I can name and locate Italy.	Knowledge: I know that each country in the United Kingdom has different human and physical features. Example - I know that Wales and Scotland are mountainous. I know that the population is higher around large cities like London. Skills: I can use a map to describe the physical geographical features of the UK (terrain and mountains) I can use fieldwork to describe the human geographical features of	I can use an atlas to identify the location of each country in the UK and the location of Italy. I can read a map that shows topography of each country. I can read maps that show average salaries, the spread of farming and demographics).
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								the UK (farming, population density, average salary)	
Vocabulary	capital city, country, Europe, United Kingdom			Europe, tourism, currency, landscape, capital city, Snowdon, Scarfell Pike, Ben Nevis, Slieve Donard			Earthquake, volcano, tectonic plates, tsunami		
Fieldwork opportunities	<u>Gathering Information:</u> • Prepare questions for an interview. • Use appropriate language • Ask questions that are responsive to the interviewee's views. • Make brief notes during an interview to help them make a clear record of the main points. • Use a database to interrogate and amend information collected. <u>Sketching/drawing information:</u> • Evaluate their sketch against criteria and improve it. • Use sketches as evidence in an investigation. <u>Collecting Audio/Visual information :</u> • Make a judgement about the best angle or viewpoint. • Evaluate usefulness of their photos. • Use photos for their investigations. <u>Measuring :</u> • Select and use a range of measuring instruments in investigations that include a range of measurements both metric and non-metric • Design own census, pilot, with help, and evaluate it. <u>Representing Information :</u> • Use mathematical knowledge to represent data using appropriate methods. Organise results electronically on a spreadsheet and use electronic data handling to show and compare results						Examples of Fieldwork at TPNS Year 5:		
Year Group	Year 6								
Term	Autumn Term			Spring Term			Summer Term		

	Location/Place Knowledge 	Human and Physical Geography 	Geographical Skills and Fieldwork 	Location/Place Knowledge 	Human and Physical Geography 	Geographical Skills and Fieldwork 	Location/Place Knowledge 	Human and Physical Geography 	Geographical Skills and Fieldwork 
	<i>Develop understanding of the continents of the world from Year 4.</i> Knowledge: I know there are 7 continents and 4 major oceans in the world. I know the major countries that can be found in each continent. Skill: I can locate and name the main countries within each continent and locate the capital cities.	Knowledge: I know the main physical and human features that are found within each continent. Skill: I can use maps and fieldwork to research and identify the physical features of each continent such as: Himalayas, Mount Kilimanjaro, Amazon Rainforest, The Savannah I can use fieldwork to research and identify the human geographical features of each continent such as: Golden Gate Bridge, Christ the	Map Skills - I can use six figure grid references to locate significant buildings on a map of the local area. I can use maps and digital maps. I can use google earth to identify key physical features (rainforests, mountains, coastal regions) in different continents.	Revisit continents Knowledge: I know that South America is a continent, and I can name some countries in this continent (Brazil, Argentina, Chile). I know that the Mediterranean is a region of Europe and can name some countries in this region (Spain, Italy, Greece). Skill: I can use an atlas to locate the Mediterranean and South America.	Knowledge: I know the differences and similarities between the two areas. Skill: I can make links to colonialism and the influence of Europe in south America. I can describe the influence of the Amazon rainforest to south America and the rest of the world.	I can use an atlas to locate South America and the countries that make up the continent. I can use an atlas to locate the Mediterranean and the countries in this region.	Knowledge: I know where the United Kingdom imports and exports its goods. Skill: I can use a map to identify which countries produce different goods based on their location. I can use a map to identify which countries the United Kingdom trades with.	Knowledge: I know that physical geography has an influence on trade. I know that climate and natural resources has an impact of a countries imports and exports. Skill: I can use fieldwork, maps and images to show how natural resources are exploited and used to support the economy.	- Use maps to locate countries and calculate distance travelled for imports and exports. - Create tables and graphs presenting the U.K's exports

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		Redeemer, Great Wall of China.							
Vocabulary	hemisphere, tropic of cancer, tropic of capricorn			Trade, deforestation, climate change, geographical influence			Trade, economy, import, export, finance		
Fieldwork opportunities	<u>Gathering Information:</u> - Select interviewing as an appropriate method for collecting evidence. - Decide on an appropriate interviewee. - Prepare and carry out interview, sometimes in a formal situation. - Evaluate the quality of the evidence. - Use a database to interrogate and amend information collected. <u>Sketching/drawing information:</u> - Select field sketching from a range of techniques for an investigation. - Evaluate quality of the evidence it gives. - Annotate sketches to describe and explain geographical processes and patterns. <u>Collecting Audio/Visual information :</u> - Select photography from a range of techniques as the most appropriate for the evidence they need. - Evaluate the quality of the evidence they collect this way. - Begin to use editing techniques to make a presentation recording. - Select recording from a range of techniques as the most appropriate for the evidence they need. - Evaluate the quality of the evidence they collect this way. <u>Measuring :</u> - Select and use a range of measuring instruments in investigations including a range of measurements both metric and non- metric. - Design own census, pilot and evaluate it using as data base and excel to present findings <u>Representing Information :</u> - Use mathematical knowledge to represent data using appropriate methods. Organise results electronically on a spreadsheet and use electronic data handling to show and compare results						Examples of Fieldwork at TPNS Year 6:		
Year Group	KS3 National Curriculum for Geography KS3 https://assets.publishing.service.gov.uk/media/5a7db9e9e5274a5eaea65f58/Master_final_national_curriculum_28_Nov.pdf Pupils should consolidate and extend their knowledge of the world's major countries and their physical and human features. They should understand how geographical processes interact to create distinctive human and physical landscapes that change over time. In doing so, they should become aware of increasingly complex geographical systems in the world around them. They should develop greater competence in using geographical knowledge, approaches and concepts [such as models and theories] and geographical skills in analysing and interpreting different data sources. In this way pupils will continue to enrich their locational knowledge and								

	<i>spatial and environmental understanding.</i> <i>Pupils should be taught to:</i>		
	Location/Place Knowledge 	Human and Physical Geography 	Geographical Skills and Fieldwork 
	<i>Understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia</i> <i>Extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities</i>	<i>Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in: physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts</i> <i>Human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources</i> <i>Understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems</i>	<i>Build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field</i> <i>Interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs</i> <i>Use Geographical Information Systems (GIS) to view, analyse and interpret places and data</i> <i>Use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.</i>
Geographical Skills			

- Direction (four and eight points of the compass)
- Scale
- Distance (straight and actual),
- Relief (contour lines and spot heights)
- Grid references (four- and six-figure)
- OS map symbols.

Fieldwork and Geographical Enquiry

Fieldwork opportunities: (See individual year group opportunities on the above progression grid)

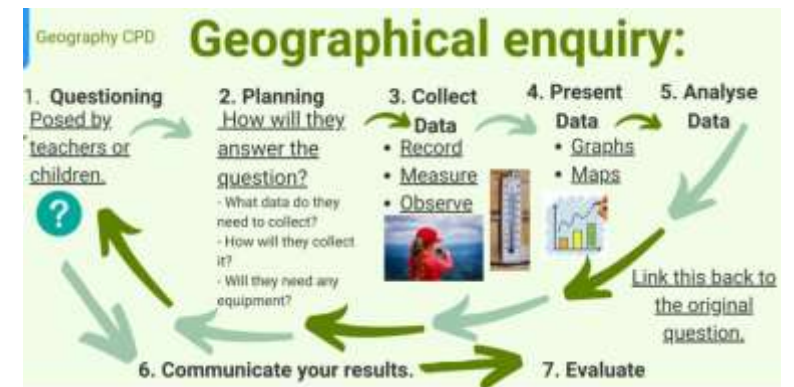
- You can find fieldwork opportunities in most geography units.
- Plan fieldwork towards the end of the unit so children can use what they have learnt.
- Think about the topic in the unit-how can this be linked back somewhere local to you?
- Check links in other year groups to avoid repetition and building progression.

Using geographical enquiry as part of your fieldwork

One great way of creating a real focus for your fieldwork is to plan fieldwork enquiries into lessons. You could add small fieldwork activities, such as observation, data collection and sketch maps, at other points to build up skills throughout the year.

Planning your geographical enquiry:

1. **Start with questioning** -These questions can be posed by a teacher or created by the children themselves. Choose a specific question to focus on.
Example questions might be:
 - Which new shop would be most successful in the high street?
 - Is the weather different in different parts of town?
 - Which creatures live in the forest?
 - How is the river different from the canal?
2. **Plan how to answer the question**-Decide what data you will need to collect and how you will collect it, e.g. will you need any equipment?
3. **Collect your data**-There are a whole range of ways you could collect data:
 - Record data on maps, plans, videos, photographs



- Measure specific data, e.g. rainfall, windspeed
 - Observe changes, e.g. changes over time, similarities, differences
4. **Present your data**-This is often done through graphs or maps.
 5. **Analyse your data**-Link your data back to the original question, e.g. what does the data show?
 6. **Communicate your results**- This is most effective when presenting to a real-life audience. This could be in the form of a letter to someone, for example, a town planner, your headteacher or through a presentation.
 7. **Evaluate your enquiry**-Was it successful? Why? Would you change anything? Why/why not? It's important that children think about themselves as geographers and question their own methods.