Meadowfield Primary School Geography and Fieldwork Long Term Plan (Based on National Curriculum and Geographical Association Guidance)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Our place in the World The Natural World Use all their senses in hands on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary	Our place in the World The Natural World Use drawing to represent ideas like movement or loud noises Talk about what they see, using a wide vocabulary Talk about the differences between materials and changes they notice (Melting/freezing)	The Natural World Locational knowledge People and places Learning about farm animals and to show care for living things. Beginning to observe plants and flowers grow Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.(Through celebrations)	The Natural World Learn to care for and respect living things Plant seeds and care for growing plants Begin to understand the need to respect and care for the natural environment and all living things. Talk about what they see, using a wide vocabulary	The Natural World Learning about and showing care for living things. Beginning to observe plants and flowers grow Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary	The Natural World People and places Learning about and showing care for living things. Beginning to observe plants and flowers grow Show interest in different occupations. Talk about the differences between materials and changes they notice (Melting/freezing)
	Continuous Fieldwork provision: • explore their 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) • using small world play or the role play area to represent a visited place • making drawings (e.g. of their favourite place in the outdoor area, what they saw at the park)					
Reception	Our place in the World People and places **All About Me** Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them.	Our place in the World The Natural World People and places **All About Me** Encourage them to comment on what their home is like. Show photos of the children's homes and encourage them to draw comparisons. Look out for children drawing/painting or constructing their homes. Environments – Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/different Can children talk about their homes and what there is to do near their homes?	Our place in the World Economic activity People and places **Food** Children to be able to talk about favourite foods and any traditions involving foods Know where food comes from and to be able to sort food into categories To understand food from different cultures Know that food is used to celebrate	Our place in the World The Natural World Sustainability **Our Natural World** Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals. Create opportunities to discuss how we care for the natural world around us. Can children make comments on the weather, culture, clothing, housing. Change in living things Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate.	The Natural World Locational knowledge Physical processes **Our Natural World** Explore different countries and why the animals live there Can children differentiate between land and water on a map. Explore the world around us and see how it changes as we enter Summer. Provide opportunities for children to note and record the weather. ' Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see	Our place in the World The Natural World **Journey** Seasides long ago Share non-fiction texts that offer an insight into contrasting environments. Discuss how they got to school and what mode of transport they used. Introduce the children to a range of transport and where they can be found
	Continuous Fieldwork provision: • explore their 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) • using small world play or the role play area to represent a visited place • making drawings (e.g. of their favourite place in the outdoor area, what they saw at the park) • explore the immediate local area through walks and visits to selected sites • expressing their feelings about places they visit, saying which features they like/dislike					

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1	Continuous locational knowledge • Countries of UK: https://www.playgeography.com/games/countries-of-uk/ • Continents and oceans: https://online.seterra.com/en/vgp/3188 (introduce)					
	Our place in the World Physical processes To learn about our local areaaround school Physical, nature, human, man- made, feature, local, buildings,the beck, weather, seasons I know that Meadowfield PrimarySchool is in Halton Moor. I know that I live in Leeds I can describe the human features of the school grounds. I can describe the physical features of the school grounds. I can explain routes around my school/ I can talk about my local shops and amenities. I can talk about my local parks and green spaces. I know the Wyke Beck runs past our school. I can observe the weather I can describe our seasons.	The Natural World To know that some climates arecolder than ours North and South Pole, Arctic, Antarctic, World, globe, equator,Earth, climate I know where the UK is on aworld map. I know where the North and South Pole are on a world map. I know where the equator is on aglobe. I know what the equator is. I know why the North and SouthPole are cold. I know how the North Pole isdifferent/ similar to England.			The Natural World To know that some climates arehotter than ours Desert, World, globe, equator,Earth, climate I know where the UK is on aworld map. I know where Africa is a worldmap. I can use an atlas to name some countries in Africa. I know where the equator is on aglobe. I know what the equator is.I know why Africa is hot. I can use satellite images to locate areas in Africa which are hot and dry, and areas which are hot and wet.	Our place in the World To know we live in England. Maps, United Kingdom, Location, City, Capital I know London is the Capital of England. I know where England is on amap of the UK. I know where London is on a mapof England I know the River Thames runs through London. I know where the North Sea and English Channel are on a map ofthe UK. I know the difference between climate and weather. I can describe the climate/seasons of England. I can observe and measure the weather.
	Continuous fieldwork provision • observe and record seasonal changes (e.g. to flowering plants and deciduous trees) in the school grounds and local area • Use simple maps					
	• 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 • explore the local area of the school to investigate the range of buildings, roads, green spaces and other local features • visit some local facilities (e.g. shops, a library, a health centre) and talk about what happens there and investigate why people go there • visit a park or local green space to observe its physical and human features and investigate how people use and enjoy it • drawing a freehand map (e.g. of the school grounds, local street or park) • marking information on a large-scale plan (e.g. of the school grounds or a local street) • using colour or symbols to record observations Explore school grounds, visit Halton and Temple Newsam					• investigate different weather conditions through observation and by making and using simple measurement devices (e.g. to record wind direction, to measure rainfall) Keeping class and individual weather diaries.

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2	Continuous locational knowledge • Continents and oceans: https://online.seterra.com/en/vgp/3188 • UK cities: https://online.seterra.com/en/vgp/3104 • Countries of Africa:https://www.playgeography.com/games/countries-of-africa/ • UK natural features: https://online.seterra.com/en/vgp/3248 (Summer 2)					
	The Natural World Locational knowledge Sustainability To name and locate the continents and oceans and the impact humans are having on theplanet. North America, South America, Europe, Asia, Africa, Australia, Antarctica, Arctic Ocean, Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean, continent, pollution, environment. I know the names of the 7 continents and 5 oceans. I can find them on a map. I can explain how humans areaffecting our planet. I can suggest ways to reducepollution.		Our place in the World To name and locate the countries, capitals and seas ofthe UK. To compare areas of Leeds To compare Leeds with a ruralvillage. United Kingdom, country, capital,England, London, Northern Ireland, Belfast, Scotland, Edinburgh, Wales, Cardiff, North Sea, English Channel, Irish Sea, Atlantic Ocean Saltaire, Leeds, West Yorkshire, England, village, city, town, RiverAire, I know the names and capitals ofthe four countries of the UK. I know the seas surrounding theUK.3w I can compare Halton Moor to neighbouring areas of Leeds (Temple Newsam and Harehills/East End Park) I know that Saltaire and Leedsare in West Yorkshire. I know that a river is natural and a canal is manmade. I know the river Aire and the Leeds Liverpool Canal run through Saltaire and Leeds I know that Saltaire is a villageand Leeds is a city. I can find them on a map. I can say what is similar and different about the buildings andthe area.	People and places Locational Knowledge To learn about the heritage of Africa and where we come from.Heritage, continent, countries, climate, industry, art, clothing, food, I know where Africa is on a map. I know it is made up of many countries. I can locate places in Africa our class has links with. I can describe the climate and the difficulties it can cause – famine, drought, hunger, illness. I know different ways people make a living. I can describe clothing in Africa – tribal wear, townships, city people. I can appreciate the art and music of the country		Our place in the world To name and locate the countries, important cities and physical features of theUnited Kingdom. United Kingdom, Great Britain, British Isles, country, capital, England, Wales, Scotland, Northern Ireland, London, Cardiff,Edinburgh, Belfast, North Sea, Irish Sea, English Channel, mountain, river. I can name the counties of theUK and their capital cities. I can use an atlas or map toidentify human geographicalfeatures (cities, countries). I can use an atlas or map to identify physical geographicalfeatures (lakes, mountainous areas,rivers) I can locate Leeds on a UK map. I know that a river is natural and a canal is manmade. I can use a map to follow the course of the Aire from Leeds to join the Ouse, and into the North Sea. I can use a map to follow the course of the Leeds Liverpool Canal through to Liverpool.
	Continuous fieldwork provision • using a simple compass and cardinal compass directions (north, south, west, east) • Use a range of maps – atlas and satellite					
	• investigate environmental issues (e.g. lack of play facilities, where litter collects, road safety issues) in the school grounds or local area. • collecting quantitative data (e.g. to create a pictogram of favourite places to play or how pupils travel to school) Where in our local area is a litter hotspot?		• take a short journey by bus, tram or train to investigate a slightly more distant site that contrasts with the immediate local area • making annotated drawings to show variations (e.g. in a row of houses in a local street) • taking digital photos (e.g. of buildings in the locality, things seen on a bus journey) Compare housing in Harehills, Saltaire and Halton Moor			

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3	Continuous locational knowledge • Continents and oceans: https://online.seterra.com/en/vgp/3188 • UK cities: https://online.seterra.com/en/vgp/3104 • UK natural features: https://online.seterra.com/en/vgp/3248 • Countries of Europe: https://www.playgeography.com/games/countries-of-europe/					
		People and places Economic activity Movement of people To know why certain locations make better places for people tolive. To know different reasons why people move around the world Settlement, river, lake, water, farming, agriculture, forest, grassland, defence, resources, food supply, employment, tourism I know that people need sourcesof water, food and resources to survive. I know that the location of settlements were originally chosen to meet these needs. I know that people move around the world for different reasons such as work, trade, being refugees.	Locational Knowledge Movement of people People and places To know name and locate countries in Europe. To know which counties in modern Europe were part of theRoman Empire. To investigate modern links we have with other European countries City, capital city, country, continent, language, trade, employment, tourism empire, Italy, Spain, Portugal, Germany, France, Switzerland I know Britain, Italy, Spain, Portugal, France, Germany and Switzerland were part of the Roman empire. I know atlases show the locationof countries and major cities. I can use an atlas to find countries and capital cities. I can investigate links we have with other European countries.	The Natural World Physical processes People and places To know what volcanoes are andwhy they erupt To know what earthquakes are Erupt, Tectonic plates, Mountain, Richter Scale, magma, mantel, crust, core, extinct, dormant, active I can name and locate Mt Etnaand Vesuvius I know the layers of the earth:core, mantel, crust I know a volcanic eruption is magma coming from the mantelthrough the Earth's crust. I know volcanoes are extinct, dormant or active. I know an earthquake is movement of the tectonic plates. I know earthquakes are measured using the Richter scale I know scientists can predict when a volcano will erupt. I can explain why people live near volcanoes		People and places Movement of people To learn about how the movement and settlement ofpeople has influenced West Indian culture in Leeds. Slavery, British Empire, settlement, culture, impact, population, Windrush, impact, economics, immigration I can name and locate countries that were part of the British Empire. I know that slavery created a movement of people around theworld. I know about the economic effects on the UK from Slavery. I know that we still have political and trade links with countries that were once part of the British Empire. I know that there have been waves of immigration to UK from countries that were once part of the British Empire.
	Continuous fieldwork provision • Use a range of maps (atlas, political, physical, different time frames)					
		• 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) • making models, annotated drawings and field sketches to record observations • drawing freehand maps of routes (e.g. of a walk to a site in the local area) • using a simplified Likert Scale to record their judgements of environmental quality (e.g. in streets near the school) • developing a simple method of recording their feelings about a place or site Investigate the changes that have happened around our settlement – buildings/sites that have changed use (York Rd/Osmondthorp Lane (the Shaftsbury), the old Primary School sites, the Leisure Centre site)	• using colour or symbols and a key			• to 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?' • recording selected geographical information on a map or large-scale plan • collecting, analysing and presenting quantitative data in charts and graphs • designing and using a questionnaire to collect quantitative fieldwork data (e.g. to compare how far people travel to different types of shop) • designing and conducting interviews (e.g. to investigate which spaces/places local people value) Survey parents and carers to create a map of our community's origins. Where were we born?
4	Continuous locational knowledge					

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- UK cities: https://online.seterra.com/en/vgp/3104
- UK natural features: https://online.seterra.com/en/vgp/3248
- Countries of Europe: https://www.playgeography.com/games/countries-of-europe/
- UK Counties: https://online.seterra.com/en/vgp/3146

Our place in the World To know that England is brokenup into counties. Counties, city, country, Yorkshire,East, West, South, North, rural, urban I know we live in West Yorkshire.I know the surrounding counties.I can use maps to locate and identify counties and key cities. I know how to identify rural andurban areas on maps and aerial photographs	.	Locational Knowledge People and places Economic activity Movement of people To investigate the human geography of North America Continent, countries, USA, Canada, Mexico, states, language, migration, indigenous, industry I can name and locate Canada, USA and Mexico and their capital cities. I know USA is divided into states. I know North America was explored and settled by European empires. I know there were indigenous people already living in NA I can locate where oil, coal mining, farming and IT are major industries (Texas, Appalachians, Mid-West, West Coast)	The Natural World Physical processes People and places To know key features of mountain ranges To know key features of rivers To understand the processes of weathering and erosion To know how physical processes can impact humans. tectonic plates, valley, meander, flood plain, erosion, canyon, desert, mountains, grasslands, I can name and locate some physical features of North America I can describe how the rivers can shape the landscape I know flooding can make soil more fertile. I can describe some of the human effects of flooding. I know that some physical features of North America are caused by plate tectonics (San Andreas Fault, Mt St Helens, Rocky Mountains)		Our place in the World Economic activity Sustainability To know land use can change over time To know about different sources of energy and identify renewable and fossil fuels land use, fuel, energy, renewable, fossil fuel, solar, wind farm, pollution, sustainability I can locate areas of land that were used for coal mining. I can describe how these areas of land are being used now. (eg St Aiden's nature reserve) I know coal, oil, petrol and gas are fossil fuels which cause pollution. I know some renewable sources of energy. I know our school's wind turbine generates renewable energy. I know the River Aire provides renewable energy through the hydro-electric power station at Knottingley Weir. I know Hook Moor was once a coal mine but is now producing clean energy through wind power.
Continuous fieldwork provision • 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) • taking digital photos and annotating them with labels or captions • Use a range of map types (OS, atlas, political, physical, different scales)					
• when learning about economic activities, to investigate local 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 Investigate how we can travel to other areas of our county. Survey where people are traveling to at Leeds Railway or Bus Station		• using colour or symbols and a key			• when learning about natural resources, to explore issues of sustainability in everyday life (e.g. energy generation and use, water supply and use) • take fieldtrips 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 Changing landuse of previous mining sites

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5

Continuous locational knowledge

- UK cities: https://online.seterra.com/en/vgp/3104
- UK natural features: https://online.seterra.com/en/vgp/3248
- Countries of Europe: https://www.playgeography.com/games/countries-of-europe/
- UK Counties: https://online.seterra.com/en/vgp/3146
- Americas: https://world-geography-games.com/en/countries_america.html (in settings when you open the game you can limit to North/South, not the Caribbean.)

The Natural World Sustainability Movement of people To know the effects of climate change on coastal populations Climate change, global warming, rising sea levels, climate refugee I can explain the formation of the Galapagos Islands I can describe the location of the Galapagos Islands. I know how climate change isaffecting the Galapagos. I can describe the location of Tuvalu. I know how climate change is affecting the population of Tuvalu.		The Natural World Physical processes People and places To know the key physical features of South America Continent, country, biomes, Tropic of Cancer, Tropic of Capricorn, Equator, hemispheres,climate zones, rainforest, deforestation I know key countries in SouthAmerica. I know key physical features of South America (mountains/volcanoes/rainforest/ pampas,rivers) I know the position of the tropics, hemispheres and the equator. I know the climate zones in SouthAmerica I know that in the tropical/rainforest climate zone,the water cycle occurs over a single day.	Locational Knowledge People and places Economic activity Movement of people To know the key human featuresof South America Population, density, capital,economy, export, natural resources, trade,environmental impact I can describe key aspects ofhuman geography in south America. I can name and locate key countries and capital cities in South America. I know the capital cities of keycountries in South America I know what is exported fromSouth America. I know how the historical movement of people affects current culture in South America.(Colonisation from Europe and Slavery from Africa) I can compare South America with the UK (eg population density, religion, life expectancy)	The Natural World Physical processes Our place in the World People and places To describe different economic activity in different locations of Yorkshire. To describe changes in economic activity/employment in Whitby over time. To explain how erosion shapes our coastline. economic, employment, tourism, industry, erosion, cliff, beach, bay I can compare types of employment in Leeds and Whitby. I know cliffs are constantly being eroded I know jet mining and fishing have given way to tourism as major employment areas in Whitby. I know the River Esk flows into the North Sea at Whitby.	Our place in the World People and places Economic activity To understand changes in landuse. Local, landuse, landmark, change, historical, aerial, recreation, farming, agriculture,mining, industry, housing, residential. I can name and locate key landmarks in Yorkshire (Abbeys) I can describe how the Abbey land use has changed over time (religious/farming – recreation) I know the location of Kirkstall Abbey was chosen because of the River Aire. I can use historical maps and aerial photographs to describe how local land use has changedover time. (farming and mining –industrial, residential and recreational)

Continuous fieldwork provision

- Use a range of map types (OS, atlas, political, physical, different scales, climate zones, temperature, resources etc)
- making models, annotated drawings and field sketches to record observations
- take fieldtrips 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

				• 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 Wyke Beck/Aire in Leeds, Esk in Whitby • when learning about settlements, to investigate how buildings, land use and local facilities have changed over time; and investigate local development plans through visits to derelict sites, empty shops or buildings or places where developments (e.g. road, housing, industrial, retail or leisure schemes) are proposed Abbey lands • when learning about economic activities, to investigate the range and location of primary, secondary and tertiary businesses in the local area • recording selected geographical data on a map or large-scale plan, using colour or symbols and a key • designing and conducting fieldwork interviews (e.g. to establish the range of views local people hold about a proposed development) • collecting, analysing and presenting quantitative data in charts and graphs Survey buildings in Whitby (residential vs tourism). Survey people in Whitby and reason for being there.

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6	Continuous locational knowledge • all above					
	Locational Knowledge To know major countries in Europe and their capital cities.To know difference between human and physical characteristics human/physical, capitals, borders, compass, grid reference,keys/symbols I know that the UK is made up ofEngland, N Ireland and Scotland,and that Great Britain is made upof England, Scotland and Wales.I can name and locate key cities within the UK. I can name and locate major countries (must know UK, France, Germany, Poland, Russia, Italy, Spain plus someothers). I can name the capital cities ofmajor countries. RECAP OF ALL LOCATIONAL KNOWLEDGE		The Natural World To locate and describe climate zones latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones, temperate, tropical, desert, sub-arctic, temperature, rainfall, precipitation I know that the globe is divided up by lines of latitude and longitude, and that some have specific names. I can locate climate zones on a globe or world map. I can explain how the Earth's axis influences climate and seasons. I can describe features of climate zones: desert (North Africa); temperate (Hurtgen, Germany); sub-arctic (Stalingrad); tropical (Pearl Harbour/far east) (temperature, rainfall, precipitation).		Locational Knowledge People and places Economic activity Movement of people Sustainability To know geographical similarities and differences through the study ofhuman and physical geography of a region of the United Kingdom (Ilkley) and a region in a European country (Athens) To describe key elements (settlement, land use and economic activity) human, physical, settlement, land use, economic, tourism, climate,population I can locate Greece, and identify key human and physical features. I can analyse climate indicators (rainfall, hours of daylight,temperature). I can explain drivers of tourism (climate/historical factors). I can compare to drivers of tourism in Yorkshire to Greece. I can identify tourist hotspots in Greece and Yorkshire. I can explain how tourism impacts Greek society. I can explain how climate change is affecting Greece I understand how geographical location can influence current events. (refugee crisis, pollution, tourism crisis).	
	Continuous fieldwork provision • Use a range of map types (OS, atlas, political, physical, different scales, climate zones, temperature, resources etc) • take fieldtrips 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					
					• drawing freehand maps (e.g. of a site they have visited) • relating large-scale plans to the fieldwork site, identifying relevant features • making models, annotated drawings and field sketches to record observations Recreate Nell Bank area through their own maps. • designing and conducting fieldwork interviews (e.g. to establish the range of views local people hold about a proposed development) • collecting, analysing and presenting quantitative data in charts and graphs Survey people in Ilkley about the pros and cons of tourism.	• 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 Investigate the concept of "carbon footprint" and "air miles" in relation to our holiday journeys, clothing, food