Geography – Mexborough St John the Baptist C of E Primary School

Rationales for sequencing fieldwork and enquiry: how skills link to knowledge and how progress happens placed in the context of long term growth.

	KS1	LKS2	UKS2
Fieldwork study	**Year 1:** Study of the local area – Mexborough **Year 2:** Study of the Yorkshire coast – Bridlington.	**Year 3:** Survey of the human geographical features in both Mexborough and Wales. **Year 4:** Study of tourism trends within the local community.	**Year 5:** Fieldwork study of Doncaster town centre. **Year 6:** Fieldwork study of Sheffield, including the Cathedral.
Fieldwork sketches and maps.	**Year 1** • Devise a simple map and construct a basic key. • Draw simple field sketches and simple sketches. **Year 2** • Draw a more detailed map with a key. • Draw simple field sketches and diagrams.	**Year 3** • Draw more detailed sketches and diagrams, using symbols for a key. • Draw a map more accurately using a plan view (from above) and use a key accurately. **Year 4** • Draw sketch maps and plans using standardised symbols and keys.	**Year 5** • Draw an accurate map – develop a more complex key and use context/index to locate the position of a location including page/coordinates. • Confidently draw accurate sketch maps and plans using standardised symbols and a key. • Field sketches should show understanding of pattern, movement and change. **Year 6** • Draw a variety of thematic maps based on their own data. Draw plans of increasing complexity. • Field sketches should show understanding of pattern, movement and change.
Collecting data	**Year 1** • Fieldwork walk, using their senses to observe different aspects of the castle. • Collect simple data, for example, the number of trees they can see. • Discuss what they can see, hear, feel and smell of their fieldwork walk. **Year 2** • Collect and organise simple data from both first and second-hand sources.	**Year 3** • Collect and record evidence, for example, by constructing a questionnaire and drawing field sketches. **Year 4** • Accurately measure and collect information, for example, rainfall, temperature, noise levels etc.	**Year 5** • Suggest suitable questions for a field work study and collect statistics about people and places, and make careful measurements, for example, rainfall. • Design and use questionnaires to obtain views of **community** on a subject. • Conduct a land use survey **Year 6** • Continue to carefully select sources of evidence and sift information. • Collect statistics about people and places and set up a database.
Analysing data and drawing conclusions.	**Year 1** • Record findings on a simple chart and consider questions which might be provoked from their study. **Year 2** • Explain simple patterns and explain what they see, for example, offer an explanation as to why the flow changes at different times.	**Year 3** • Communicate in a way appropriate to task and audience by using questionnaires/graphs/ charts etc. • Locate appropriate information needed for a task from a source material. **Year 4** • Show questionnaire results in a simple chart or colour coded map which demonstrates patterns. • Suggest which source material to use for a task, locating the information needed.	**Year 5** • Show results in a variety of charts, maps, and graphs, including pie charts. **Year 6** • Present their research through self-selected representations. For example, reports, leaflets, drama, art, multimedia. • Suggest relevant issues for further study which interest them. • Analyse data, for example, population data, discussing similarities and differences. They will continue to speculate and pose geographical hypothesis about what they find. • Suggest plausible conclusions and back them up with evidence.