THE STOKE POGES SCHOOL

Geography Learning Journey

'You can travel the seas, poles and deserts and see nothing. To really understand the world, you need to get under the skin of the people and places. In other words, learn about geography. I can't imagine a subject more relevant in schools. We'd all be lost without it.' – Michael Palin.

At The Stoke Poges School, we intend that Geography will inspire pupils with a curiosity and fascination about the world and its people that will remain throughout their lives.

Geography provokes and answers questions about the natural and human world. It develops knowledge of places and environments throughout the world, and an understanding of maps, and a range of problem-solving and investigative skills both inside and outside the classroom. Geography is an important link between natural and social sciences and focuses on understanding and tackling issues concerning the environment.

Geography also helps our children to understand how and why places are changing and to better predict what the likely future may be. This approach deepens understanding of what places are like, why and how they are connected and the importance of location.



	Geography Overview						
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn Term	See progression documents on website under Teaching and Learning - EYFS	**Where I live** What is it like here?	History focus	**Settlements** Are all settlements the same?	**The Earth** Why do people live near volcanoes?	**The Alps** What is life like in the Alps? **Deserts** Would you like to live in the desert?	History focus
Spring Term		**Weather** What is the weather like in the UK?	**Hot and Cold Places** Would you prefer to live in a hot or cold place?	**Imported Food** Where does our food come from?	**Rainforests** Why are rainforests important to us?	History focus	**Population** Why does population change? **Oceans** Why do oceans matter?
Summer Term		**Comparing the UK and China** What is it like to live in Shanghai?	**Our World** Why is our world wonderful? **The Coast** What is it like to live by the coast?	**Antarctica** Who lives in Antarctica?	**Water** What are rivers and how are they used?	**Natural Resources** Where does our energy come from?	Can I carry out an independent fieldwork enquiry?

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Designing our Geography Curriculum

National curriculum			
Location knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
An understanding of locational knowledge helps pupils to: • Develop their sense of place and identity • Develop an appreciation of distance and scale • Learn about the orientation of the world In EYFS, pupils learn about positionality: they begin to understand where one object or feature is in relation to another and use simple directional language to describe it. In KS1 and KS2, this is extended to more technical terms, such as the points of the compass. Alongside this, pupils become more fluent in identifying specific locations. In addition, pupils learn about absolute positioning systems such as latitude and longitude to develop an understanding of how location affects many of the Earth's systems.	Place knowledge builds on locational knowledge. From EYFS up to KS2, pupils compare different places and study the same place over time. Pupils not only locate a physical area on a map but also attach meaning to it. In doing so, it becomes a 'place' with similarities and differences to familiar places, such as homes, classrooms, towns and cities.	A knowledge of physical and human processes helps pupils to describe and explain different environments. Pupils must understand how these processes interact. Pupils in KS1 learn about weather patterns and how these relate to location. They learn to use geographical vocabulary to refer to key physical and human features. In KS2, pupils study why certain phenomena occur and the impact that these phenomena have on the environment over time.	Throughout the Geography curriculum, pupils learn to interpret maps, globes and atlases. Studying these spatial representations supports their development of a sense of place. In KS1, pupils study plans of areas that they are familiar with and progress to studying more complex maps to learn about the topography of distant places in KS2. Through fieldwork, pupils can connect their learning in Geography lessons with the complexity of the real world. Pupils learn how to observe and record the environment around them, which helps them retain key geographical knowledge. Fieldwork should draw together pupils' location knowledge and that of the human and physical processes, helping pupils to see the interplay between them.

Primary Key Concepts						
Place	**Space**	**Scale**	**Interdependence**	**Physical and human processes**	**Environmental impact and sustainable development**	**Cultural awareness and diversity**

Types of Knowledge

Substantive knowledge	Disciplinary knowledge	Procedural knowledge
Substantive knowledge is the content that pupils will learn through studying the Geography curriculum: the recognised knowledge of the world and the human and physical processes that affect the people and environments within it. This content is separated into the following areas in the National Curriculum and within the Geography scheme of work: • Locational knowledge • Place knowledge • Human and physical geography • Geographical skills and fieldwork Pupils must understand the relationships between these four areas.	Pupils gain knowledge of the subject as a discipline, considering how geographical knowledge (such as the substantive knowledge they study) originates through geographical practice. Fieldwork enquiries in each unit allow pupils to understand and follow the same processes that geographers follow to find and evaluate answers to enquiry questions. The enquiry cycle: • **Question** the environment to find the line of enquiry (physical or human) • **Observe** and plan how to answer the question, drawing on knowledge of previous data and collection methods • **Measure** data (qualitative or quantitative) that will answer the question using planned methods • **Record** data in various ways (questionnaires, surveys, charts, tables) to support analysis and interpretation • **Present** findings and suggest further actions to make improvements and reflect on the process The Geographical skills and fieldwork strand shows progression in disciplinary knowledge. However, it is important to understand that geographers must draw on their substantive and procedural knowledge to carry out an effective enquiry.	Pupils gain procedural knowledge primarily through the Geographical skills and fieldwork strand. Pupils learn knowledge of how to collect, analyse and communicate data and geographical information from fieldwork, maps and other sources. In addition, they consider how to interpret this range of sources to answer enquiry questions.

Knowledge retention

Spiral Curriculum

The science scheme incorporates a **spiral curriculum** model, ensuring that children revisit and develop their understanding of key themes and concepts as they progress through the curriculum.

This approach allows them to make meaningful connections, reinforce their learning and achieve mastery over time.

Revisiting key concepts	Progressive depth	Knowledge retention	Skill development	Adaptive learning
Pupils encounter the same ideas multiple times throughout their education, with each revisit adding more complexity.	Concepts are not just repeated but expanded upon, helping pupils to make connections and develop a richer understanding over time.	Regular exposure to key ideas strengthens memory and prevents knowledge from being forgotten.	Pupils refine and apply their skills in different contexts, improving their ability to think critically and solve problems.	By building on prior knowledge, the curriculum meets pupils at their current level and supports all learners, including those who need extra reinforcement and those who are ready for greater challenges.

Geography Concepts

Our teaching equips pupils with geographical knowledge and an understanding of the interaction between physical and human processes that shape our landscapes, environments and people. To help facilitate the exploration of geography, key concepts are focused on and revisited throughout our Geography curriculum from Reception to Year 6.

Place	Space	Scale	Interdependence
			
Place signifies more than a geographical location; it encompasses distinctive features, landscape, community and diversity.	**Space acts as a foundation for ideas such as location, distribution, pattern, interaction, and distance.**	**Seen as a 'zoom lens' that enables us to view places at all levels from the personal, local and regional to the global.**	**The understanding of how things are linked together, but also how one aspect affects and needs another.**

Physical and human processes	Environmental impact and sustainable development	Cultural awareness and diversity
		
Understanding the natural and societal influences that shape our world.	**Exploring the relationship between humans and the Earth. Students examine how human activities affect ecosystems and lead to environmental changes, both locally and globally.**	**Understanding the world's rich array of physical and human characteristics. These concepts encourage exploration and comparison of similarities and differences between various cultures and identities, deepening understanding of our global community.**

These symbols can be seen in our curriculum documents and are displayed in the classroom. They are briefly discussed with the children as part of each unit, and we aim that over time, children will become familiar with them, beginning to make links and connections across units to identify that key geographical concepts span throughout the study of Geography.

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Wider knowledge and skills

Digital literacy	Oracy	Sustanability	Critical thinking
The curriculum integrates technology through digital maps, research tasks and interactive activities. This helps develop the children's ability to find, evaluate and use geographical information effectively.	Lessons encourage discussion, debate and presentations on scientific topics. This enables pupils to articulate their understanding and justify their opinions, and engage in collaborative learning. The children will use oracy to enhance their learning by thinking aloud, questioning and discussing activities. They will develop essential skills such as choosing appropriate vocabulary, organising their ideas and listening effectively.	The Geography curriculum promotes awareness of environmental issues, encouraging children to develop a sense of responsibility for the planet by exploring concepts such as climate change, resource use and conservation. The significance of climate change is crucial for understanding geographical interconnections. As stated by the DfE's 2023 guidance, ***Sustainability and climate change strategy,*** educating children on the planet's evolving conditions is vital.	Pupils analyse geographical data, compare different perspectives and evaluate sources of information. This helps them question assumptions and form reasoned conclusions based on their discoveries.

Personal development in Geography

SMSC	British values	Cultural capital
The Geography curriculum supports Spiritual, Moral, Social and Cultural (SMSC) development by encouraging pupils to: • Explore different perspectives • Reflect on ethical issues • Collaborate with others • Appreciate cultural diversity through subject-specific content	Lessons promote British values (democracy, the rule of law, individual liberty, mutual respect and tolerance) by incorporating activities that encourage debate, respect for different opinions and an understanding of societal structures.	The Geography curriculum broadens children's experiences by introducing them to key figures, historical and geographical contexts and diverse traditions. It ensures they gain the knowledge and skills needed to engage meaningfully in society.

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Locational Knowledge

EYFS: Reception	Understanding the World; Development Matters and Early Learning Goals
Skills • Identifying land and water on a map or globe • Making observations about the characteristics of places (in stories, photographs or in the school grounds / local area)	**Development Matters** • Draw information from a simple map • Describe what they see, hear and feel whilst outside • Recognise some environments that are different from the one in which they live • Understand that some places are special for members of their community **Early Learning Goals** • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps
Knowledge • To know some vocabulary to describe different bodies of water, even if used inaccurately (sea/ocean, lake, river, pond) • To know that water is usually represented in blue on a map or globe • To know the name of their school and the place where they live • To know some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old)	

	Year 1	Year 2	National Curriculum – end of KS1 Pupils should be able to:
Skills	• Locating two of the world's seven continents on a world map • Locating two of the world's oceans (Atlantic Ocean and Pacific Ocean) on a world map • Showing on a map which continent they live on	• Locating all the world's seven continents on a world map • Locating the world's five oceans on a world map • Showing on a map the oceans nearest the continent they live in	**Name and locate the world's seven continents and five oceans.**
Knowledge	• To know the names of two continents (Europe and Asia) • To know that a continent is a group of countries • To know that they live on the continent of Europe • To know that an ocean is a large body of water • To know the names of two of the world's oceans (Atlantic Ocean and Pacific Ocean)	• To be able to name the seven continents of the world • To be able to name the five oceans of the world	

Skills	• Locating the four countries of the United Kingdom (UK) on a map of this area • Showing on a map which country they live in and locating its capital city	• Locating the surrounding seas and oceans of the UK on a map of this area • Locating the capital cities of the four countries of the UK on a map of this area • Identifying characteristics (both human and physical) of the four capital cities of the UK • Showing on a map the city, town or village where they live in relation to their capital city	**Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.**
Knowledge	• To know that the UK is short for 'United Kingdom' • To know that a country is a land or nation with its own government • To know that the UK is made up of four countries and their names • To know the name of the country they live in	• To know a sea is a body of water that is smaller than an ocean • To know that there are four bodies of water surrounding the UK and to be able to name them • To name some characteristics of the four capital cities of the UK • To know the four capital cities of the UK • To know that a capital city is the city where a country's government is located	

	Lower Key Stage 2	**Upper Key Stage 2**	**National Curriculum – end of KS2** Pupils should be able to:
Skills	• Locating some countries in Europe and South America using maps • Locating some major cities of the countries studied • Locating some key physical features in countries studied on a map, including significant environmental regions • Locating some key human features in countries studied • Locating the world's most significant mountain ranges on a world map and identifying any patterns • Locating where the world's volcanoes are on a map and identifying the 'Ring of Fire' • Locating some of the world's most significant rivers and identifying any patterns	• Locating more countries in Europe and North and South America using maps • Locating major cities of the countries studied • Locating key physical features in countries studied on a map • Locating key human features in countries studied • Identifying significant environmental regions on a map • Using maps to show the distribution of the world's climate zones, biomes and vegetation belts	**Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.**
Knowledge	• To know where North and South America are on a world map	• To know the names of many countries and major cities in Europe and North and South America	

	• To know the names of some countries and major cities in Europe and North and South America • To know the names of some of the world's most significant mountain ranges • To know the names of some of the world's most significant rivers • To know that mountains, volcanoes and earthquakes largely occur at plate boundaries • To know that climate zones are areas of the world with similar climates • To know the world's different climate zones (equatorial, tropical, hot desert, temperate and polar) • To know that biomes are areas of the world with similar climates, vegetation and animals • To know the world's biomes • To know that vegetation belts are areas of the world which are home to similar plant species	• To know the location of key physical features in countries studied • To name and describe some of the world's vegetation belts (ice cap, tundra, coniferous forest, deciduous forest, evergreen forest, mixed forest, temperate grassland, tropical grassland, Mediterranean, desert scrub, desert, highland)	
Skills	• Locating some countries in the UK (local to our school) • Locating some cities in the UK (local to our school) • Identifying key physical and human characteristics of countries, cities and/or geographical regions of the UK • Beginning to locate the 12 geographical regions of the UK • Describing how a locality has changed over time, giving examples of both physical and human features	• Locating many counties in the UK • Locating many cities in the UK • Confidently locating the 12 geographical regions of the UK • Identifying key physical and human characteristics of the geographical regions in the UK • Understanding how land use has changed over time using examples • Explaining why a locality has changed over time, giving examples of both physical and human features	**Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.**
Knowledge	• To know the names of some counties in the UK (local to our school) • To know the names of some cities in the UK (local to our school) • To know the name of the county that they live in and their closest city • To begin to name the 12 geographical regions of the UK • To know the main types of land use • To know some types of settlement	• To know the names of many counties in the UK • To know the names of many cities in the UK • To confidently name the 12 geographical regions of the UK • To know that London and the South East regions have the largest population in the UK	

Skills	• Finding the position of the Equator and describing how this impacts our environmental regions • Finding lines of latitude and longitude on a globe and explaining why these are important • Identifying the position of the Tropics of Cancer and Capricorn and their significance • Identifying the position of the Northern and Southern hemispheres and explaining how they shape our seasons • Identifying the position and significance of both the Arctic and Antarctic Circles	• To know that the Prime/Greenwich Meridian is a line of longitude which goes through 0 and determines the start of the world's time zones.	**Identifying the position and significance of latitude, longitude, the Equator, the Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)**
Knowledge	• To know that the countries near the Equator have less seasonal change than those near the poles • To know that the Equator is a line of latitude indicating the hottest places on Earth and splitting our globe into the Northern and Southern Hemispheres • To know that lines of longitude are invisible lines on the globe that determine how far east or west a location is from the Prime Meridian • To know lines of latitude are invisible lines on the globe that determine how far north or south a location is from the Equator • To know that the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates • To know the Northern and Southern hemispheres are 'halves' of the Earth, above and below our Equator, and have alternate seasons to each other • To know that the boundaries of the polar regions are marked by the invisible lines of the Arctic and Antarctic Circles • To know the patterns of daylight in the Arctic and Antarctic Circles and the Equatorial regions	• To know the Prime/Greenwich Meridian is a line of longitude which goes through 0 and determines the start of the world's time zones	

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Place Knowledge

EYFS: Reception	Understanding the World; Development Matters and Early Learning Goals
Skills • Discussing how environments in stories and images are different to the environment they live in	**Development Matters** • Recognise some environments that are different from the one in which they live • Recognise some similarities and differences between life in this country and life in other countries **Early Learning Goals** • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class
Knowledge • To know that places within the country can differ from each other • To know that there are differences between places in this country and places in other countries	

	Year 1	Year 2	National Curriculum – end of KS1 Pupils should be able to:
Skills	• Naming some key similarities between their local area and a small area of a contrasting non-European country • Naming some key differences between their local area and a small area of a contrasting non-European country	• Describing and beginning to explain some key similarities between their local area and a small area of a contrasting non-European country • Describing and beginning to explain some key differences between their local area and a small area of a contrasting non-European country • Describing what physical features may occur in a hot place in comparison to a cold place	**Understanding geographical similarities and differences through studying the human and physical geography of a small area of the UK, and a small area in a contrasting non-European country**
Knowledge	• To know that life elsewhere in the world is often different ot ours • To know that life elsewhere in the world often has similarities to ours	• To know some similarities and differences between their local area and a contrasting non-European country	

	Lower Key Stage 2	Upper Key Stage 2	National Curriculum – end of KS2 Pupils should be able to:
Skills	• Describing and beginning to explain similarities between two regions studied • Describing and beginning to explain differences between two regions studied • Describing how and why humans have responded in different ways to their local environments • Discussing how climates have an impact on trade, land use and settlement • Explaining what measures humans have taken to adapt to survive in cold places • Describing and explaining how people who live in a contrasting physical area may have different lives from people in the UK	• Describing and explaining similarities between two environmental regions studied • Describing and explaining differences between two environmental regions studied • Explaining how and why humans have responded in different ways to their local environments in two contrasting regions • Understanding how climates impact trade, land use and settlement • Explaining how humans have used desert environments • Using maps to explore wider global trading routes	**Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country, and a region within North or South America.**
Knowledge	• To know the negative effects of living near a volcano • To know the positive effects of living near a volcano • To know the negative effects an earthquake can have on a community • To know ways in which communities respond to earthquakes	• To know some similarities and differences between the UK and a European mountain region • To know why tourists visit mountain regions	

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Human and Physical Geography

EYFS: Reception	Understanding the World; Development Matters and Early Learning Goals
Skills • Observing weather across the seasons • Observing and discussing the effect the changing seasons have on the world around them • Beginning to use the names of the seasons in the correct context • Making observations about the features of places (in stories, photographs or in the school grounds / local area) • Making observations about the characteristics of places (in stories, photographs or in the school grounds / local area)	**Development Matters** • Describe what they see, hear and feel whilst outside • Explore the natural world around them • Understand the effect of changing seasons on the natural world around them **Early Learning Goals** • Explore the natural world around them, making observations and drawing pictures of animals and plants • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class
Knowledge • To know that the terms Spring, Summer, Autumn and Winter are used to describe the weather • To know some of the key characteristics of each season • To know that there are four seasons in a year marked by certain weather conditions • To know some vocabulary to describe bodies of water, even if used inaccurately (sea/ocean, lake, river and pond) • To know some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old)	

	Year 1	Year 2	National Curriculum – end of KS1 Pupils should be able to:
Skills	• Describing how the weather changes with each season in the UK • Describing the daily weather patterns in their locality • Confidently using the vocabulary ‘seasons’ and ‘weather’	• Locating some hot and cold areas of the world on a world map • Locating the Equator and North and South Poles on a world map • Locating hot and cold areas of the world in relation to the Equator and the North and South Poles	**Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.**

Knowledge	• To know the four seasons of the UK • To know that 'weather' refers to the conditions outside at a particular time • To know that different parts of the UK often experience different weather • To know that a weather forecast is when someone tries to predict what the weather will be like in the near future • To know that weather conditions can be measured and recorded	• To know that the Equator is an imaginary line around the middle of the Earth • To know that, because it is the widest part of the Earth, the Equator is much closer to the Sun than the North and South Poles • To know that the North Pole is the northernmost point of the Earth and the South Pole is the southernmost point of the Earth • To know that different parts of the world experience different weather conditions and that these are often caused by the location of the place	
Skills	• Recognising some physical features in their locality	• Describing the key physical features of a coast using subject-specific vocabulary	**Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.**
Knowledge	• To know that physical features mean any feature of an area that is naturally on the Earth	• To know that coasts (and other physical features) change over time • To know some key physical features in the UK	
Skills	• Recognising some human features in their locality	• Describing and understanding the differences between a city, a town and a village • Describing the key human features of a coastal town using subject-specific vocabulary	**Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.**
Knowledge	• To know that human features mean any feature of an area that was made or built by humans	• To know that a sea is a body of water that is smaller than an ocean • To know that human features change over time • To know some key human features of the UK	

	Lower Key Stage 2	**Upper Key Stage 2**	**National Curriculum – end of KS2** Pupils should be able to:
Skills	• Mapping and labelling the 7 biomes on a world map • Understanding some of the causes of climate change • Describing how physical features, such as mountains and rivers, are formed, and why volcanoes and earthquakes occur	• Describing and understanding the key aspects of the 6 biomes • Describing and understand the key aspects of the 6 climate zones • Understanding some of the impacts and causes of climate change	**Describe and understand key aspects of:**

	• Describing where volcanoes, earthquakes and mountains are located globally • Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities • Describing how humans use water in a variety of ways	• Describing and understanding the key aspects and distribution of the vegetation belts in relation to the 6 biomes, climate and weather • Giving examples of alternative viewpoints and solutions regarding an environmental issue and explaining its links to climate change	**Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle**
Knowledge	• To know that the water cycle is the processes and stores which move water around our Earth and to be able to name these • To know the courses and key features of a river • To know the different types of mountains and volcanoes and how they are formed • To know that an earthquake is the intense shaking of the ground • To know that a biome is a region of the globe sharing similar climate, landscape, vegetation and wildlife • To know the world's biomes • To know that the hottest biomes are found between the Tropics of Cancer and Capricorn • To know that climate zones are areas of the world with similar climates • To know the world's different climate zones • To know that climates can influence the foods able to grow	• To know that vegetation belts are areas of the world that are home to similar plant species • To name and describe some of the world's vegetation belts • To know why the ocean is important	
Skills	• Describing and understanding types of settlement and land use • Explaining why a settlement and community have grown in a particular location • Explaining why different locations have different human features • Explaining why people might prefer to live in an urban or rural place • Describing how humans can impact the environment both positively and negatively, using examples	• Describing and understanding economic activity, including trade links • Suggesting reasons why the global population has grown significantly in the last 70 years • Describing the 'push' and 'pull' factors that people may consider when migrating • Understanding the distribution of natural resources both globally and within a specific region or country studied • Recognising geographical issues affecting people in different places and environments • Describing and explaining how humans can impact the environment both positively and negatively, using examples	**Describe and understand key aspects of:** **Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water**

Knowledge	• To know the main types of land use • To know the different types of settlement • To know how water is used by humans in a variety of ways • To know that an urban place is somewhere near a town or city • To know a rural place is somewhere near the countryside • To know that a natural resource is something that people can use which comes from the natural environment • To know the threats to the rainforest both on a local and global scale • To know that fair trading is the process of ensuring workers are paid a fair price, have safe working conditions and are treated with respect and equality • To know the UK grows food locally and imports food from other countries	• To know the global population has grown significantly since the 1950s • To know which factors are considered before people build settlements • To know migration is the movement of people from one country to another • To know that natural resources can be used to make energy • To know some positive impacts of humans on the environment • To know some negative impacts of humans on the environment	

Geographical Skills and Fieldwork

Through fieldwork studies in each unit, pupils carry out geographical enquiries using the enquiry cycle. These fieldwork enquiries combine substantive knowledge from the other strands: Locational knowledge, Place knowledge, Human and Physical geography and allow pupils to understand the discipline of Geography and how this substantive knowledge was formed.

It is important that pupils consider the ways that geographers question and explain the world and begin to 'think like a geographer.' At The Stoke Poges School we have used the enquiry cycle – question, observe, measure, record, present – when planning the fieldwork studies throughout our curriculum to encourage pupils to ask geographical questions and learn how geographers research their answers through enquiry.

Fieldwork Skills

Below is a list of many of the fieldwork skills featured in our curriculum. These are built upon over time and feature across units where most appropriate for the enquiry question.

Observing	Measuring
• Maps and compasses to follow routes • Annotated field sketches • Aerial photographs • Transects • Magnifying glasses to observe in more detail and classify • Sketch maps	• Likert scales • Rain gauges • Thermometers • Non-standard measurements (e.g., drawing around a puddle with chalk)
Recording	**presenting**
• Drawing routes on maps • Annotated maps • Digital photographs • Using simple recording techniques to record their feelings • Questionnaires • Interviews • Tally charts • Audio recordings • Sketch maps to show spatial patterns	• GIS (digital mapping) • Bar charts • Pictograms • Pie charts • Presentations • Letters • Slideshows • Non-chronological reports • Verbal • Posters • Video • Balanced arguments

	EYFS: Reception	Year 1	Year 2	National Curriculum – end of Key Stage 1 Pupils should be able to:
Question	• Ask questions about the world around them		• Recognise that there are different ways to answer a question	**Use simple fieldwork and observational skills to study the geography of their school and its grounds, and the key human and physical features of its surrounding environment.**
Observe	• Commenting on the features they see in their school and school grounds		• Discussing the features they see in the area surrounding their school when on a walk • Asking and answering simple questions about human and physical features of the area surrounding their school grounds	
Measure	• Answering simple questions, guided by the teacher	• Asking and answering simple questions about the features of their school and school grounds	• Collecting quantitative data through a small survey of the local area/school to answer an enquiry question	
Record	• Creating some of the features they notice in their school and school grounds	• Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map	• Classifying the features they notice into human and physical with teacher support • Taking digital photographs of geographical features in the locality • Making digital audio recordings when interviewing someone	
Present	• Expressing their likes and dislikes about a specific place and its features, beginning to explain their reasoning	• Using a simple recording technique to express their feelings about a specific place and explaining why they like/dislike some of its features	• Presenting data in simple tally charts or pictograms and commenting on what the data shows • Asking and answering simple questions about data	

	Lower Key Stage 2	Upper Key Stage 2	National Curriculum – end of Key Stage 2 Pupils should be able to:
Question	• Beginning to choose the best approach to answer an enquiry question	• Developing their own enquiry questions • Choosing the best approach to answering an enquiry question	

Observe	• Mapping land use in a small local area using maps and plans • Making a plan for how they wish to collect data to answer an enquiry-based question, with the support of a teacher • Asking and answering one-step and two-step geographical questions • Observing, recording, and naming geographical features in their local environments	• Making sketch maps of areas identified, including labels and keys where necessary • Making an independent or collaborative plan of how they wish to collect data to answer an enquiry-based question	**Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.**
Measure	• Using simple sampling techniques appropriately • Making digital audio recordings for a specific purpose • Designing a questionnaire/ interviews to collect quantitative fieldwork data	• Selecting appropriate methods for data collection • Designing interviews/questionnaires to collect qualitative data • Beginning to use standard field sampling techniques appropriately •	
Record	• Taking digital photos and labelling or captioning them • Making annotated sketches, field drawings and freehand maps to record observations during fieldwork • Beginning to use a simplified Likert Scale to record their judgements of environmental quality • Using a questionnair /interviews to collect qualitative fieldwork data	• Using GIS (Geographical Information Systems) to plot data sets (e.g. prevalence of crime in certain areas) onto base maps, which can then be analysed • Using a simplified Likert Scale to record their judgements of environmental quality • Conducting interviews/questionnaires to collect qualitative data • Interpreting and using real-time data • To identify and mitigate potential risks during fieldwork •	
Present	• Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies when communicating geographical information • Suggesting different ways that a locality could be changed and improved • Finding answers to geographical questions through data collection • Analysing and presenting quantitative data in charts and graphs	• Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies when communicating geographical information • Drawing conclusions about an enquiry using findings from fieldwork to support their reasoning • Evaluating evidence collected and suggesting ways to improve this • Analysing quantitative data in pie charts and line graphs with two variables •	

EYFS: Reception	Understanding the World; Development Matters and Early Learning Goals
Skills • Ask questions about the world around them • Commenting on the features they see in their school and school grounds • Answering simple questions, guided by the teacher • Drawing some of the features they notice in their school and school grounds • Expressing their likes and dislikes about a specific place and its features, beginning to explain their reasoning • Beginning to look at and talk about maps (real or imaginary) in stories, non-fiction books, atlases and on globes • Beginning to use modelled directional vocabulary when describing features in the surrounding environment • Recognising features on maps (real or imaginary) • Draw real or imaginary maps even if features are indistinguishable	**Development Matters** • Explore the natural world around them • Describe what they see, hear and feel whilst outside • Understand that some places are special to members of their community • Draw information from a simple map **Early Learning Goals** • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate - maps
Knowledge • To know that a map is a picture of a place • To know some vocabulary to describe directions, even if used inaccurately (e.g. near, far, next to, close, behind)	

	Year 1	Year 2	National Curriculum – end of KS1 Pupils should be able to:
Skills	• Using an atlas ot locate the UK • Using a map of the UK to locate the 4 countries • Beginning to use an atlas to locate the 4 capital cities of the UK • Using a world map and globe to locate 2 of the world's 7 continents (Europe and Asia) • Using an atlas to locate the Atlantic Ocean and the Pacific Ocean	• Recognising why maps need a title • Using an atlas to locate the 4 capital cities of the UK • Using a world map, globe and atlas to locate all the world's 7 continents • Using a world map, globe and atlas to locate the world's 5 oceans	**Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.**
Skills	• Using directional language to describe the location of objects in the classroom and playground • Using directional language to describe features on a map in relation to other features (real or imaginary)	• Using locational language and the compass points (N, S, E, W) to describe the location of features on a map • Using locational language and the compass points to describe the route on a map	**Use simple compass directions (North, South, East and West) and locational and directional language**

	• Responding to instructions using directional language to follow routes • Beginning to use the compass points (N, S, E, W) to describe the location of features on a map	• Using locational language and the compass points to plan a route in the playground or school grounds • Using a map to follow a prepared route	**to describe the location of features and routes on a map.**
Skills	• Recognising local landmarks on aerial photographs • Recognising basic human features on aerial photographs • Recognising basic physical features on aerial photographs • Drawing freehand maps (of real or imaginary places) using simple pictures or symbols • Drawing a simple sketch map of the classroom and playground using simple pictures, colours or symbols to represent features • Using simple picture maps and plans to move around the school	• Recognising landmarks of a city studied on aerial photographs and plan perspectives • Recognising human features on aerial photographs and plan perspectives • Drawing a map and using class-agreed symbols to make a simple key • Drawing a simple sketch map of the playground or school grounds using symbols to represent human and physical features • Finding a given OS symbol on a map with support • Beginning to draw objects to scale (e.g. show the school playground is smaller than the school or school field) • Using an aerial photograph to draw a simple sketch map using basic symbols for a key	**Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.**
Knowledge	• To know that an aerial photograph is a photograph taken from the air above • To know that atlases give information about the world and that a map tells us information about a place • To know that a map is a picture of a place, usually drawn from above • To know that symbols are often used on maps to represent features • To know simple directional language (e.g. near, far, up, down, left, right, forwards, backwards) • To know what a sketch map is	• To know that a globe is a spherical model of the Earth • To begin to recognise world maps as a flattened globe • To know that a compass is an instrument we can use to find which direction is north • To know which direction is N, S, E, W on a map • To know that maps need a title and purpose • To know that maps need a key to explain what the symbols and colours represent • To know that an interview can be a way to find out people's views about their area • To know that a tally chart is a way of collecting data quickly • To know that a pictogram is a chart that uses pictures to show data	

	Lower Key Stage 2	**Upper Key Stage 2**	**National Curriculum – end of KS2** Pupils should be able to:
Skills	• Beginning to use maps at more than one scale • Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied • Using atlases, maps, globes and beginning to use digital mapping to recognise and describe	• Confidently using and understanding maps at more than one scale • Using atlases, maps, globes and digital mapping to locate countries studied	

	physical features and human features in countries studied • Using the scale bar on a map to estimate distances • Finding countries and features of countries in an atlas using contents and index • Zooming in and out of a digital map	• Identifying, analysing and asking questions about distributions and relationships between features using maps (e.g. settlement distribution) • Using the scale bar on a map to calculate distances • Recognising an increasing range of Ordnance Survey symbols on maps and locating features using 6-figure grid references • Recognising the difference between Ordnance Survey and other maps and when it is most appropriate to use each • Beginning to use thematic maps to recognise and describe human and physical features studied • Using models and maps to talk about contours and slopes • Selecting a map for a specific purpose	**Use maps, atlases, globes and digital / computer mapping to locate countries and describe features studied.**
Skills	• Beginning to use the key on an OS map to name and recognise key physical and human features in regions studied • Accurately using a 4-figure grid reference to locate features on a map in regions studied • Beginning to locate features using the 8 points of a compass • Using a simple key on their own map to show an example of both physical and human features • Following a route on a map with some accuracy • Saying which directions are N, S, E, W on an OS map • Making and using a simple route on a map • Labelling some features on an aerial photograph and then locating these on an OS map of the same locality and scale in regions studied	• Confidently using the key on an OS map to name and recognise key physical and human features in regions studied • Accurately using 4- and 6-figure Grid References to locate features on a map in regions studied • Confidently locating features using the 8 points of a compass • Following a short pre-prepared route on an OS map • Identifying the 8 compass points on an OS map • Planning a journey to another part of the world using 6-figure grid references and the 8 points of a compass	**Use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK and the wider world.**
Knowledge	• To understand that a scale shows how much smaller a map is compared to real life • To recognise world maps as a flattened globe • To know that an OS map is used for personal use and organisations use it for housing projects, planning the natural environment and public transport and security purposes • To know that an OS map shows human and physical features as symbols • To know that grid references help us locate a particular square on a map • To know the 8 points of a compass • To know the main types of land use (agricultural, residential, recreational, commercial, industrial and transportation)	• To know that contours on a map show height and slope • To know that qualitative data involves qualities, characteristics and is largely opinion-based and subjective • To know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries • To know that a pie chart can represent a fraction or percentage of a whole set of data • To know that a line graph can represent variables over time • To be aware of some issues in the local area • To know what a range of data collection methods looks like	

	• To know that an enquiry-based question has an open-ended answer found by research • To know how to use various simple sampling techniques • To know what a questionnaire and an interview are • To know that quantitative data involves numerical facts and figures and is often objective • To know that an annotated drawing or sketch map is hand-drawn and gives a rough idea of the features of an area without having to be completely accurate • To know that a Likert Scale is used to record people's feelings and attitudes • To know that qualitative data involves opinions, thoughts and feelings and is often subjective • To know what a bar chart, pictogram and table are and when to use which one best to represent data	• To know how to use a range of data collection methods

Climate Change

Our geography curriculum integrates climate change impacts across a range of units, sometimes through case studies and fieldwork opportunities, allowing children to contextualise what contributes to climate change in their local environment and to explore the environmental health of their locality. Lessons provide the opportunity for pupils to present suggestions for how to improve their locality to relevant audiences such as local councils.

We want to empower children to contribute towards positive change, understanding environmental issues well enough to make informed choices where possible, whilst acknowledging that socioeconomic factors might limit some actions. It is appreciated that not all children will have control over particular choices and therefore any actions are only suggested, and by no means directed, within lessons.

Considering climate change

Food production and supply	Energy and sustainability
Our changing environment impacts the way we grow, harvest, transport, and distribute food worldwide. There is a complex interplay between weather patterns, soil health, crop viability, and logistics, and changes in the climate may disrupt these interconnected systems.	**Generating, using, and managing energy without compromising the ability of future generations to meet their own energy needs. Fossil fuels like coal, oil, and gas, which contribute to climate change, can be replaced with renewable sources like solar, wind, and hydroelectric power, which have less environmental impact.**
Water security	**Population growth and human resources**
The availability of sufficient, safe, and accessible water is crucial for meeting the needs of both people and the environment, now and in the future. Climate change has the potential to disrupt water supplies through changing rainfall patterns, increasing evaporation rates, and causing more frequent and severe weather events like floods and droughts.	**The population is growing, and a growing population puts pressure on natural resources, contributing to climate change. Management of essential resources such as food, water, and shelter must be considered, as well as elements like labour, skills, and intellectual contributions that people bring to a society.**
Environmental management (physical processes)	**Fieldwork opportunities**
Natural processes like the water cycle, weather patterns, and land formations are affected by human activities and climate change. Humans interact with these natural systems to mitigate or adapt to changes in the environment and climate, and it is important to consider what steps can be taken to manage these impacts.	**Practical activities that take students outside the classroom to observe, measure, and analyse geographical phenomena in a real-world context. These opportunities allow students to gain hands-on experience and a deeper understanding of how climate change is affecting their local environment.**

Climate Change in the curriculum

Below indicates where elements of climate change are introduced, discussed or where conceptual understanding is being developed in the Key Stage 2 Geography curriculum.

	Lower Key Stage 2						Upper Key Stage 2					
	Why do people live near volcanoes?	Who lives in Antarctica?	Are all settlements the same?	Why are rainforests important to us?	Where does our food come from?	What are rivers and how are they used?	What is life like in the Alps?	Why do oceans matter?	Would you like to live in the desert?	Why does population change?	Where does our energy come from?	Can I carry out an independent fieldwork enquiry?
Food production and supply				✓	✓	✓		✓	✓	✓		
Energy and sustainability	✓			✓		✓		✓	✓		✓	
Water security				✓		✓		✓	✓			
Population growth and human resources	✓	✓	✓		✓	✓		✓	✓	✓	✓	
Environmental management (physical processes)	✓	✓			✓	✓	✓	✓	✓	✓	✓	
Fieldwork opportunities				✓	✓	✓		✓		✓	✓	✓