



**THURGOLAND**  
CHURCH OF ENGLAND PRIMARY SCHOOL



# Thurgoland CE Primary

## Geography Curriculum

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## Our Geographical Intent

At Thurgoland our aim is to inspire children's love of learning about the world around them. We aim to promote a 'curiosity and fascination about the world' beyond that of the children's immediate locality as well as equipping them 'with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.' Our curriculum is designed to nurture a love of the world and foster a respect for the environment with knowledge about climate and sustainability.

As a Church of England School, every aspect of the school's work is underpinned by Christian values. Geography is seen as a key subject in providing opportunities for children to explore and respect customs, practices and belief systems of other countries and cultures. Wherever possible, we link our R.E. curriculum to other subjects.







### **At Thurgoland we intend to:**

- Nurture the love of learning by delivering a curriculum which examines geography through the key strands of location, place, physical and human processes, climate and sustainability, whilst also allowing children to follow their own interests.
- Encourage and provide opportunities for pupils to aim high by knowing more and remembering key knowledge and through our inquiry led approach, for them to aim high and apply their learning.
- We develop children's resilience in using different geographical skills needed to:
  1. Collect, analyse and communicate with a range of data gathered through experiences of fieldwork.
  2. Be increasingly proficient in geographical enquiry; to ask questions and record information in an organised way.
  3. Interpret a range of sources of geographical information, including maps, diagrams, globes and aerial photographs.
  4. Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.
- To ensure that ALL learners are able to develop a give it a go attitude to geography we provide scaffolding and support, including vocabulary banks and adaptations to tasks and resources.



## Geographical Concepts

*Our Geography curriculum focusses on 6 key concepts. These concepts run through units in each year group. Units cover multiple concepts so that pupils are exposed to them throughout their Geography journey. The interconnectedness of the concepts aims to further fuel pupil's awe and wonder about the world around them.*

Geography at Thurgoland	
<b>Location</b> 	<b>Location</b> helps pupils to develop a sense of where a place is located in the world, starting with their immediate environment. As pupils move through school this concept builds on their knowledge of the world, continents, countries and oceans.
<b>Place</b> 	<b>Place</b> grows pupils' knowledge of what a place is like. Pupils learn about human and physical features so that they can understand how a place would look and what it would be like to go there.
<b>Physical processes</b> 	The concept of <b>physical processes</b> develops pupils' knowledge of how the world is shaped by the physical world.
<b>Human processes</b> 	The concept of <b>human processes</b> helps pupils to build an understanding of how humans impact the world around them.
<b>Climate</b> 	<b>Climate</b> develops pupils understanding of how climate can both affect and be affected by humans.
<b>Sustainability</b> 	In a world, where humans are continually impacting the earth <b>sustainability</b> aims to develop pupil's knowledge of stewardship and how they can show respect to the world they live in to make it a better place.





## Curriculum Overview

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Block 1</b>	<i>hours</i>	<i>8 hours</i>	<i>8 hours</i>	<i>8 hours</i>	<i>6.45 hours</i>	<i>7 hours</i>	<i>9 hours 30 mins</i>
	<p><i>Seasons: How do we know it's autumn?</i></p> <p><b>Fieldwork Climate</b> – Observations of seasons and changes in immediate locality. Discussions and creating pictures.</p>	<p><i>Our school, our village What makes Thurgoland so special?</i></p> <p><b>Fieldwork Human</b> - Photographs of human and physical features Making maps of school</p>	<p><i>Where is our capital city?</i></p> <p><b>Fieldwork Human</b> - Comparison of building types London and Thurgoland</p>	<p><i>Beyond the magic kingdom: What is the Sunshine State really like?</i></p> <p><b>Fieldwork Physical</b> - Hurricane shelter</p>	<p><i>Why do so many people live in mega-cities?</i></p> <p><b>Fieldwork Human</b> Comparing environmental quality of Thurgoland to a city.</p>	<p><i>How climate change is affecting the world?</i></p> <p><b>Fieldwork Climate</b> - Thurgoland flood plan</p>	<p><i>What is a river?</i></p> <p><b>Fieldwork Physical</b> - River measurements</p>
<b>Block 2</b>	<i>hours</i>	<i>8 hours</i>	<i>6 hours</i>	<i>7 hours</i>	<i>6 hours</i>	<i>6.5 hours</i>	<i>6 hours 45 mins</i>
	<p><i>Would you like to live in the poles?</i></p> <p><b>Fieldwork Physical</b> – observations and discussion about locality while out and about.</p>	<p><i>Why don't penguins need to fly?</i></p> <p><b>Fieldwork Climate</b> – Compare local to Antarctica</p>	<p><i>What is the weather like today?</i></p> <p><b>Fieldwork Climate</b> – taking measures of the weather</p>	<p><i>Why are jungles so wet and deserts so dry?</i></p> <p><b>Fieldwork Climate</b> – comparison of rainfall</p>	<p><i>Natural Disasters – Why do some earthquakes cause more damage?</i></p> <p><b>Fieldwork Physical</b> – risk assessment for earthquakes in school</p>	<p><i>How do volcanoes affect the lives of people?</i></p> <p><b>Fieldwork Physical</b> – comparison to volcanic area.</p>	<p><i>Why are mountains so important?</i></p> <p><b>Fieldwork Climate</b> - collection and analysing data for use in comparison</p>
<b>Block 3</b>	<i>hours</i>	<i>8.5 hours</i>	<i>6.45 hours</i>	<i>7 hours</i>	<i>7 hours</i>	<i>6.5 hours</i>	<i>hours</i>
	<p><i>Seasons/Journeys: Where in the world are we going?</i></p> <p><b>Fieldwork Human</b> – Buildings in Thurgoland. Walk around Thurgoland.</p>	<p><i>Why do we love being at the seaside so much?</i></p> <p><b>Fieldwork Physical</b> – Habitat beach survey</p>	<p><i>How is the Kenyan countryside different to our local countryside?</i></p> <p><b>Fieldwork Physical</b> – look at land differences</p>	<p><i>How and why is my local area changing?</i></p> <p><b>Fieldwork Human</b> – How and why is the environmental quality changing in my local area?</p>	<p><i>How can we live more sustainably?</i></p> <p><b>Fieldwork Climate</b> – Evaluate the sustainability of the school</p>	<p><i>Who are National Parks for?</i></p> <p><b>Fieldwork Human</b> – Langsett visit assess human impact</p>	<p><i>Why is fair trade fair?</i></p> <p><b>Fieldwork Human</b> –School Fairtrade assessment</p>



## Knowledge Progression


Geography Knowledge Progression							
Concepts covered in Unit	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 <b>Location</b>	<p>I know that name of our village and country so that I can relate it to the locations shown to me on a map.</p> <p>I know where the polar regions are so that I can identify them on a globe.</p> <p>I know that on the class globe water is blue and green is land so that I can identify where people live and the ocean.</p>	<p>I know the names and locations of human and physical features around school so that I can identify them on an aerial photograph.</p> <p>I will know the names and locations of human and physical features in my local environment so that I can identify them on a map.</p> <p>I know the names and locations of the four countries of the United Kingdom so that I can locate them on a map.</p> <p>I know the names of the continents so that I am able to locate where in the world that they are.</p> <p>I know where Thurgoland, Wembury and Cairns are so that I can locate them on a map.</p>	<p>I know where the 7 continents and 5 oceans are so that I can locate them on a map.</p> <p>I know the names of the four countries and 3 seas of the United Kingdom and where they are so that I can locate them on a map.</p> <p>I know the directions on a compass so that I can give the location of famous landmarks in the UK.</p> <p>I know how the equator effects the temperature of countries so that I can identify if a country is hot or cold.</p> <p>I know the name and location of Kenya and key cities so that I can locate them on a map.</p> <p>I know that Kenya is located on the equator so that I can identify its climate.</p>	<p>I know what a peninsula is so that I can locate them on a political map of the world.</p> <p>I know the location and size of the USA so that I can explain some of its key geographical features.</p>		<p>I know where Iceland is located so that I can use a map to describe its human and physical features.</p> <p>I know what an archipelago is so that I can identify them on a map.</p>	
 <b>Place</b>	<p>I know the key features in Thurgoland so that I can say if it's the same or different to the Polar regions.</p> <p>I know what the climate is like in polar regions and Thurgoland so that I can say what is the same or different.</p> <p>I know what it is like to live in a polar region so that I can compare it with my own life.</p> <p>I know some of the features of a jungle so that I can talk about the types of animals that live there.</p> <p>I know some of the features of an underwater habitat so that I can talk about the types of animals that live there.</p>	<p>I will know all the features of our school so that I can create a simple map.</p> <p>I know the definition of human and physical features and few examples within my local environment so that I can sort them.</p> <p>I know the names of human and physical features so that I can recognise them in the local environment.</p> <p>I know the features of a map so that I can draw a map of Thurgoland with a key.</p> <p>I know key human and physical features of our country so that that I can make observations about the environment of the UK.</p>	<p>I know the flags and weather patterns of the four countries of the UK so that I can describe the characteristics of each country.</p> <p>I know the name of human and physical features found in the UK so that I can identify them on aerial photographs.</p> <p>I know the human and physical landmarks in London so that I can identify them on maps and aerial photographs.</p> <p>I know the different types of weather in the UK so that I can describe how it changes between the seasons.</p> <p>I know the weather conditions of Antarctica and Sahara so that I can compare the two climates.</p>	<p>I know the geographical features of the Florida peninsula so that I can explain why it is a good place to launch rockets.</p> <p>I know how the appearance of Thurgoland has changed so that I can suggest reasons for the change.</p> <p>I know the human and physical factors that can cause an area to change so that I can discuss the advantages and disadvantages to the changes.</p> <p>I know the factors that affect environmental quality so that I can make judgements about the quality of the environment in my local area.</p> <p>I know how the environmental quality changes in my local area so that I can identify the biggest impact on environmental quality.</p>	<p>I know the key geographical features of megacities so that I can explain their distribution around the world.</p> <p>I know the main features of a megacity so that I can explain why Tokyo and New York were the first two.</p> <p>I know the main cause of population growth in cities so that I can explain why the population of Milton Keynes is growing so fast.</p> <p>I know the geographical features of Brasilia so that I can explain why the government needed a new capital city.</p> <p>I know the distribution of earthquakes across New</p>	<p>I know the features of national parks so that I can explain why they are important to the UK.</p> <p>I know some of the features of the Peak District National park so that I can explain why people from urban areas would want to visit them.</p> <p>I know the features of national parks so that I can explain why they are important to the UK.</p> <p>I know how national parks are used in in the UK and USA so that I can explain the key similarities and differences.</p> <p>I know the human and physical features of Hiemaey so that I can compare it to the area in which I live.</p>	<p>I know the geological difference between the Cambrian mountains and Himalayan mountains so that I can compare and contrast the mountain ranges.</p> <p>I know the current weather patterns for Sheffield so that I can evaluate the accuracy of past climate data.</p>



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	<p>I know what a polar bear looks like so I know how it able to survive in its environment.</p> <p>I know where minibeasts habitats are around school so that I can build a bug hotel.</p> <p>I know the names of things I might see in Thurgoland so that I can identify them on our journey.</p>	<p>I know what the climate of Thurgoland is like so that I can compare to the extreme climate of Antarctica.</p> <p>I know the human and physical features of the seaside so that I can identify how it is different to where I live.</p> <p>I know the geographical features of Wembury and Cairns so that I can identify the similarities and differences.</p> <p>I know the adaptations of a penguin so that I can explain how it helps them survive in Antarctica.</p> <p>I know the ways in which a camel is adapted to the Sahara desert so that I can explain how it survives.</p> <p>I know some of the key human and physical features of Antarctica so that I can identify them on pictures.</p> <p>I know the key features of the Arctic and Antarctic so that I can describe the similarities and differences.</p> <p>I know the human and physical features of Thurgoland, the Sahara and Antarctica so that I can compare the three environments.</p>	<p>I know the features of the Kenyan landscape so that I can identify them on an aerial photograph.</p> <p>I know the different types of land use so that I can identify them in the local countryside and record them on photographs.</p> <p>I know where some of Kenya's key landmarks are so that I can create a map using grid references.</p> <p>I know what the landscapes of Thurgoland and Kenya are like so that I can find similarities and differences.</p> <p>I know what the geographical features of the countryside are in Kenya and Thurgoland so that I can compare the two.</p>	<p>I know the different ways in which satellites so change on a global scale so that I can reason why it is changing.</p> <p>I know the amount of rainfall in Thurgoland, the jungle and a dessert so that I can make comparisons and draw conclusions.</p>	<p>Zealand so that I can record them and their magnitude on a map.</p> <p>I know the environmental quality of Thurgoland and Sheffield so that I can compare the two places.</p>		
<p> Physical processes</p>	<p>I know that the leaves are brown, orange and red in Autumn but green in the summer so that I can identify the change in season.</p> <p>I know that there are four seasons called Autumn, Winter, Spring and Summer so that I know why weather changes.</p>			<p>I know why the climate differs across the world so that I can identify different climates on a map.</p> <p>I know that rainfall and temperature affect the climate of an area so that I can interpret a locations climate from climate graphs.</p> <p>I know that biomes have different climates so that I can identify plants and animals that live there.</p> <p>I know the patterns of rainfall around the Andes mountain range so that I can explain why Arica is the driest inhabited place on earth</p>	<p>I know the types of damage that earthquakes can cause so that I can explain its effect on humans.</p> <p>I know that the earth's crust is split into slow moving plates so I can explain how earthquakes occur.</p> <p>I know how countries prepare for earthquakes so that I can create an earthquake risk assessment for school.</p> <p>I know how volcanoes are formed so that I can explain why they occur in the same places as earthquakes.</p>	<p>I know what is released from a volcano so I can explain how they form.</p> <p>I know why volcanoes occur at the Mid Atlantic Ridge so I can explain how the island of Hiemaey is formed.</p> <p>I know what happens during a volcanic eruption so that I can explain how it affects an areas physical and human geography.</p> <p>I know that how the landscape in the valley of the rocks has been shaped so that I can explain the attraction of this area to visitors.</p>	<p>I know the features of a river so that I can use maps and aerial photographs to identify, explain, compare and contrast how a river changes along its course.</p> <p>I know the features of a river estuary so that I can explain why they are such important ecosystems for wildlife.</p> <p>I know the animals that can be found living in river estuaries so that I can identify and describe the food chains that occur there.</p> <p>I know the components of the hydrological cycle so</p>



I know that some earthquakes can cause more damage than others so that I can explain why the impact of an earthquake was greater in Haiti than Chile.

that I can explain the importance of rivers.

I know what a mountain is so that I can justify which mountain is the tallest.

I know how the earths plates and move so that I can explain how fold mountains are formed.

I know the hazards faced when attempting to climb Mount Everest so that I can speculate whether Mallory and Irvine reached the summit.

I know how and where fossils form so that I can explain why fossils were found at the summit of Mount Everest.

I know that depth and velocity of water changes at different parts of a meander so that I can use fieldwork techniques to collect data to explain changes along a section of a local river.

I know that water speed (velocity) affects erosion and deposition so that I can present and explain changes along a section of a local river.

Human processes



I know what pollution is so that I can talk about why it is bad for sea creatures.

I know tourists visit Cairns to see the Great Barrier Reef so that I can identify how it has been damaged.

I know where the majority of tourists that visit the Magic Kingdom come from so that I can make suggestions as to why they come from these countries.

I know the advantages and disadvantages of living in a city so that I can reach a judgement on which is most significant.

I know how economic activity influences settlement patterns so that I can explain why people still live near active volcanoes.

I can identify the human activity in the national park so that I can assess the impact.

I know what the silk road was so that I can explain why it was the most important trade route in history.

I know that the items that the UK imports from China so that I can explain the advantages and disadvantages of trading internationally.

I know some of the items that the UK exports to China so that I can contrast them to items that the UK imports.





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LEARNING TOGETHER  
IN FAITH & JOY

							I know what the price of a product includes so that I can reflect on why trade is not always fair to the producers.
Climate 	I know what the weather is like today so that I can record it on the calendar.		I know the different elements of the weather and how they can be measured so that I can observe and record the weather.	I know how the location of the UK affects its climate so that I can explain why the weather is different in different areas of the UK.  I know what the climate is like in the UK and Florida so that I can make comparisons.		I know how climate change is affecting Gambia so that I can explain how the communities who live there are effected.  I know the change in climate in Victoria, Australia so that I can evaluate how the change is impacting people's lives.  I know the impacts of the Greenland ice sheet melting so that I can evaluate the positives and negatives.  I know how global warming is occurring so that I can explain the effect it is having globally.	I know how and why the climate different in different areas of the UK so I can compare growing conditions in the Cambrians to Sheffield.
Sustainability 	I know how pollution and cause damage to ocean animals so that I can suggest ways to reduce it.	I know how humans impact the beach environment so that I can suggest ways it can be protected.  I know the adaptations of creatures that are found in rockpools so that I can explain why we need to protect them.		I know the risks that humans cause to sea turtles so I can suggest ways in which they can be protected.  I know how Floridians protect themselves during a hurricane so that I can locate the best place for a hurricane shelter in the school grounds.	I know the meaning of sustainability so that I can identify more sustainable sources of energy.  I know how renewable and non-renewable energy is created so that I can explain why renewable energy is better for the planet.  I know what sustainable development is so that I can understand how creating new habitats is a good example of it.  I know the positive benefits to humans and the environment from using solar cookers in Nepal so that I can make a judgement as to why it is a good example of sustainable development	I know the different flood protection strategies so that I can explain how areas protect themselves from tidal surge and local flooding.  I know how global warming can be reduced so I can evaluate how effect these strategies are.  I know the features of the landscape in the South West of England so that I can reach a conclusion as to why it has the highest proportion of protected land.  I know the three aims of the national parks so I can explain how and why the Peak District is being looked after.	I know what Fair trade is so that I can evaluate the benefits of becoming a fair trade producer.  I know the principles of fair trade so that I can evaluate and judge the extent that school engages in fair trade.



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LEARNING TOGETHER  
IN FAITH & JOY

					I know how sustainable our school is currently so that I can suggest ways to improve our schools sustainability		
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**THURGOLAND**

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LEARNING TOGETHER  
IN FAITH & JOY

## Fieldwork

At Thurgoland CE Primary School, every block of learning includes opportunities for fieldwork. In each unit, students participate in an enquiry focused on one of three fieldwork themes: physical, human, or climate. Although these enquiries may overlap with other themes, each is primarily concentrated on a single theme.

The school carefully plans fieldwork to ensure not only a progression in knowledge but also an increase in the depth of study and the sophistication of the skills and equipment used for data collection. Throughout their time at school, pupils utilise both primary and secondary data to form conclusions. Additionally, map skills are progressively developed across different units.

Physical	Human	Climate
Physical fieldwork mainly focuses on landscapes that surround the children or are familiar to them. It looks at how processes, both physical and human, can affect them. Pupils will observe and analyse the information that they collect to make conclusions.	Human fieldwork allows children to assess the impact on humans on familiar surrounds. As it progresses through school it encourages children to compare the human impact in different places.	Climate enquiries encourage pupils think about what climate is and progress through a range of skills and techniques for gathering climate data. Through school pupils are encouraged to think about how to collect reliable data and the importance of this in reaching conclusions.



## Fieldwork knowledge progression

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Human	<p>I know the names of things I might see in Thurgoland so that I can identify them on our journey.</p> <p>I know the names of buildings and features I can find in Thurgoland including park, church, road, village hall, doctors surgery.</p>	<p>I will know all the features of our school so that I can create a simple map.</p> <p>I know that a key is a set of symbols that represent different objects on the map.</p> <p>I know the names and locations of human and physical features around school so that I can identify them on an aerial photograph.</p> <p>I know that the majority of features in the school grounds are human features.</p> <p>I know the names and locations of several physical features around the school including grass, trees, weather, vegetation and soil.</p> <p>I know the names and locations of several human features around school including the playground, school buildings, car park,</p> <p>I know the names of human and physical features so that I can recognise them in the local environment.</p> <p>I will know an increasing number of examples of human and physical features</p> <p>I know where these features are located in the local environment.</p>	<p>I know the human and physical landmarks in London so that I can identify them on maps and aerial photographs.</p> <p>I know that Big Ben, the London eye, Buckingham Palace, the River Thames and Hyde park are landmarks in London.</p> <p>I know that the river Thames and Hyde park are physical features.</p> <p>I know that Big Ben, the London eye, Buckingham Palace are human features.</p> <p>I know that in cities there are more human features than physical features.</p> <p>I know that the weather is a physical feature.</p>	<p>I know the factors that affect environmental quality so that I can make judgements about the quality of the environment in my local area.</p> <p>I know how the environmental quality changes in my local area so that I can identify the biggest impact on environmental quality.</p> <p>I know that human activity affects environmental quality in my village.</p> <p>I know that environmental quality is made up of factors including noise pollution, traffic, open space, safety concerns, litter and wires.</p> <p>I know that cars increase pollution, people can cause littering and wear footpaths away.</p> <p>I know that the environmental quality of our village is best by the river.</p>	<p>I know the environmental quality of Thurgoland and Sheffield so that I can compare the two places.</p> <p>I know the environmental quality of Thurgoland is high compared to that of Sheffield.</p> <p>I know that the environmental quality is measured on air pollution, noise pollution, human impact, visual pollution.</p> <p>I know that there are higher levels of pollution in a city.</p> <p>I know that while there is some pollution in Thurgoland, it is low level.</p>	<p>I can identify the human activity in the national park so that I can assess the impact.</p> <p>I know some of the attractions of the Peak District to people who live in Manchester or Sheffield such as walks around reservoirs, wildlife, outdoor adventure sports, camping, caves, little towns and villages.</p> <p>I know that the aims can create conflict with each other. E.g. mountain bikers presenting a problem for wildlife, walkers a problem for farmers.</p> <p>I can name some of the ways in which the Peak District national park is being managed for all including preparing for climate change, ensuring farm land is being used sustainably, educating user about conservation and sustainability, supporting local businesses.</p>	<p>I know the principles of fair trade so that I can evaluate and judge the extent that school engages in fair trade.</p> <p>I know what Fair trade is so that I can evaluate the benefits of becoming a fair trade producer.</p> <p>I know that a fair trade premium is paid to develop the local community.</p> <p>I know that fair trade is ethical and promotes sustainability.</p>



Physical	<p>I know the key features in Thurgoland so that I can say if it's the same or different to the Polar regions.</p> <p>I know what the climate is like in polar regions and Thurgoland so that I can say what is the same or different.</p>	<p>I know how humans impact the beach environment so that I can suggest ways it can be protected.</p> <p>I know that pollution can be found at the beach and that it comes from human activity.</p> <p>I know the adaptations of creatures that are found in rockpools so that I can explain why we need to protect them.</p> <p>I know that the beach provides different habitats including the shoreline, rockpools, sand dunes. I know that limpets, sea anemones and crabs can be found in rock pools and are adapted to living in this habitat.</p>	<p>I know the different types of land use so that I can identify them in the local countryside and record them on photographs.</p> <p>I know the meaning of landscape and land use.</p> <p>I know that Thurgoland is in the countryside.</p> <p>I know that the land use is mainly for farming – both crops and animals.</p> <p>I know that there are housing estates and houses which are group together around the village.</p> <p>I know that some land use has changed from farming to houses.</p> <p>I know that the physical features include hills, river.</p> <p>I know that some of the land use in Thurgoland is recreational e.g., Trans Pennine trail.</p>	<p>I know how Floridians protect themselves during a hurricane so that I can locate the best place for a hurricane shelter in the school grounds.</p> <p>I know that hurricanes form over warm oceans when air rises in spirals over the sea, increasing in speed.</p> <p>I know that people in Florida have ways to protect themselves including Hurricane evacuation centres, evacuation routes and plans for what to do at home.</p>	<p>I know how countries prepare for earthquakes so that I can create an earthquake risk assessment for school.</p> <p>I know how to identify hazards around school.</p> <p>I know how to identify the safe places to stay covered in each room.</p> <p>I know the best place to locate emergency earthquake kits.</p> <p>I know that in an earthquake you should drop, cover and hold on.</p>	<p>I know the human and physical features of Hiemaey so that I can compare it to the area in which I live.</p> <p>I know that the environment of Hiemaey is barren, bare, exposed and remote.</p> <p>I know that people rely on fishing, farming and tourism in Hiemaey and that settlements are built in flat areas of land.</p> <p>I know that the environment of Thurgoland is fertile, accessible, green.</p> <p>I know that while farming is a popular occupation in Thurgoland, residents work in a range of industries due to its accessibility to surrounding areas.</p>	<p>I know that depth and velocity of water changes at different parts of a meander so that I can use fieldwork techniques to collect data to explain changes along a section of a local river.</p> <p>I know that water speed (velocity) affects erosion and deposition so that I can present and explain changes along a section of a local river.</p> <p>I know that the speed (velocity) at which water flows through a river meander will vary at different points on the bend.</p> <p>I know that water flowing around the outside of the meander will flow the fastest as it has the furthest distance to travel, so should have the most energy for erosion.</p> <p>I know that the water depth will be deepest at the point where erosion is greatest.</p>
	Climate	<p>I know what the weather is like today so that I can record it on the calendar.</p> <p>I know that the leaves are brown, orange and red in Autumn but green in the summer so that I can identify the change in season.</p>	<p>I know what the climate of Thurgoland is like so that I can compare to the extreme climate of the Antarctica.</p> <p>I know that climate is what the weather is like over a long period of time.</p> <p>I know that the climate of Thurgoland changes between seasons.</p> <p>I know that in Thurgoland it can be cold in the winter and warm in the summer.</p> <p>I know that the climate of Antarctica stays consistent through the year.</p> <p>I know that Antarctica is the windiest and coldest place on earth.</p>	<p>I know the different elements of the weather and how they can be measured so that I can observe and record the weather.</p> <p>I know that the weather is the way the air and atmosphere feels.</p> <p>I know that types of weather are sun, rain, snow, wind, fog, hail.</p> <p>I know that rain can be measured in mm with a rain gauge.</p> <p>I know that cloud can be measure in Oktas to see how much of the sky is covered.</p> <p>I know that Oktas are a scale from 0-9.</p> <p>I know that temperature is measured with a thermometer in Celsius.</p> <p>I know that a compass can be used to see which way the wind is coming from.</p>	<p>I know the amount of rainfall in Thurgoland, the rainforest and a dessert so that I can make comparisons and draw conclusions.</p> <p>I know how the location of the UK affects its climate so that I can explain why the weather is different in different areas of the UK.</p>	<p>I know how sustainable our school is currently so that I can suggest ways to improve our school's sustainability.</p> <p>I know that there are 11 areas in which schools can be sustainable.</p> <p>I know the greatest priority areas for increasing sustainability within our school as a result of our surveys.</p> <p>I know ways in which we can support school to become more sustainable.</p>	<p>I know the different flood protection strategies so that I can explain how areas protect themselves from tidal surge and local flooding.</p> <p>I know that tidal surges can cause flooding.</p> <p>I know some of the ways places protect themselves against flooding including rock armour, sea walls, flood gates.</p> <p>I know that floods can affect local infrastructure such as roads, railways and this can impact on local businesses.</p> <p>I know that residents and towns put a flood plan in place to know what to do if there is a flood.</p>



## Fieldwork skills Progression

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Map Work</b>	World Map Simple maps (child-led)	Maps with keys (Map of school) Sketch Maps	Google Maps Globes Atlases Sketch Map	Plan of the school Google Maps Ordnance survey map	Google Maps Atlases World Map	Annotating Maps World Map	Annotating Maps Drawing of maps using symbols and keys Ordnance survey map Labelling maps using keys/symbols
<b>Grid Reference/compass</b>			Compass reading (N,S, E, W)	2 to 4 figure grid reference			8 points of a compass 6 figure grid reference
<b>Photographs</b>	Photographs	Aerial photographs	Aerial photographs	Aerial photographs	Photographs for evidence (digital technologies)		
<b>Weather measuring</b>			Oktas chart Thermometer	Rain gauge			
<b>Explicit fieldwork</b>				Environmental surveys of our local area	Observational skills for sustainability Sustainability survey and action plan	Field work in the Peak District to investigate the human impact on National parks.	River fieldwork – velocity/depth
<b>Graphs</b>				Climate graphs	Climate/population data tables Pictogram		Line graph to present river velocity/depth Scale comparison graph (mountains) Recording and comparing of rainfall/temperature Drawing climate graphs
<b>Sketching/Diagrams</b>						Presenting human and physical features through sketching (plate tectonic movement)	Cross-sectional drawing of a river
<b>Skills</b>	Observations of their local area.	Observational skills for climate					



**THURGOLAND**

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LEARNING TOGETHER  
IN FAITH & JOY