# Geography

## Long-term plan

Mixed-age

Our Mixed-age Long-term plan covering the KS1 and KS2 national curriculum objectives in three units a year for Y1/2, Y3/4 and Y5/6 classes.

This document is regularly updated to reflect changes in our content and the most recent version can always be found here.

This version was created on 18.04.24

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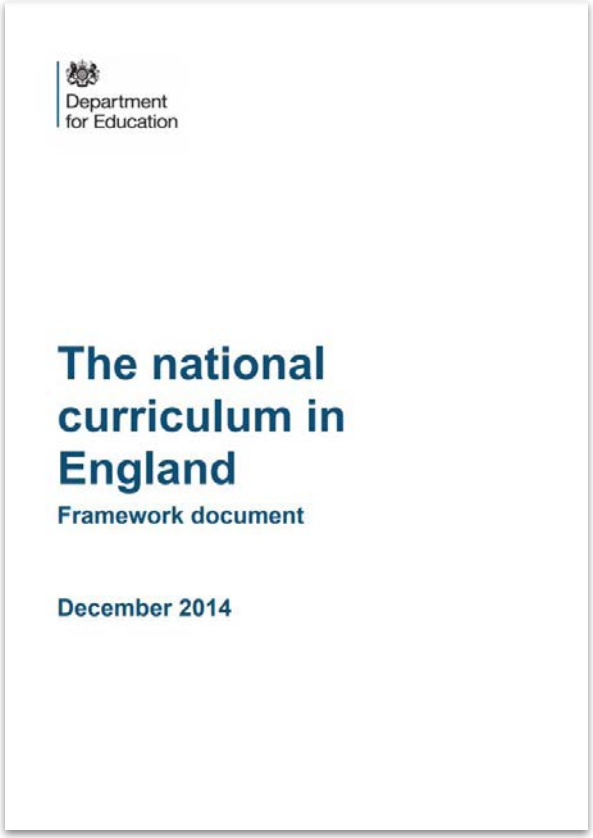
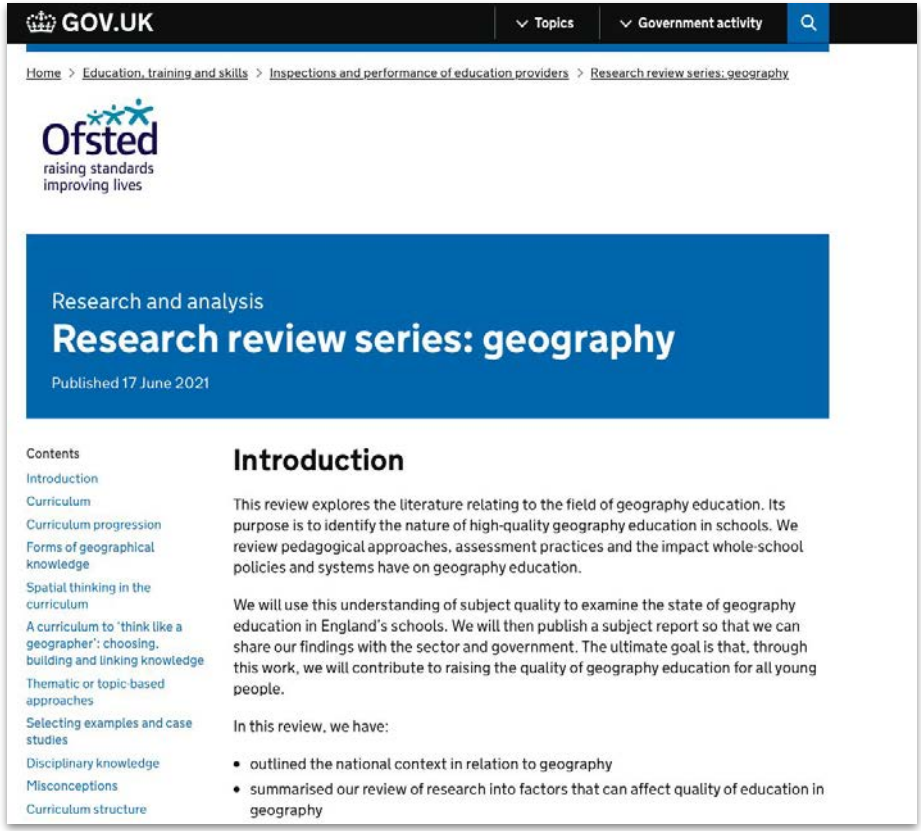
# How does Kapow Primary help our school to meet the statutory guidance for Geography?

Our scheme of work fulfils the statutory requirements for Geography outlined in **The national curriculum (2014)** and was created based on the principles outlined in the Ofsted Research review series: geography

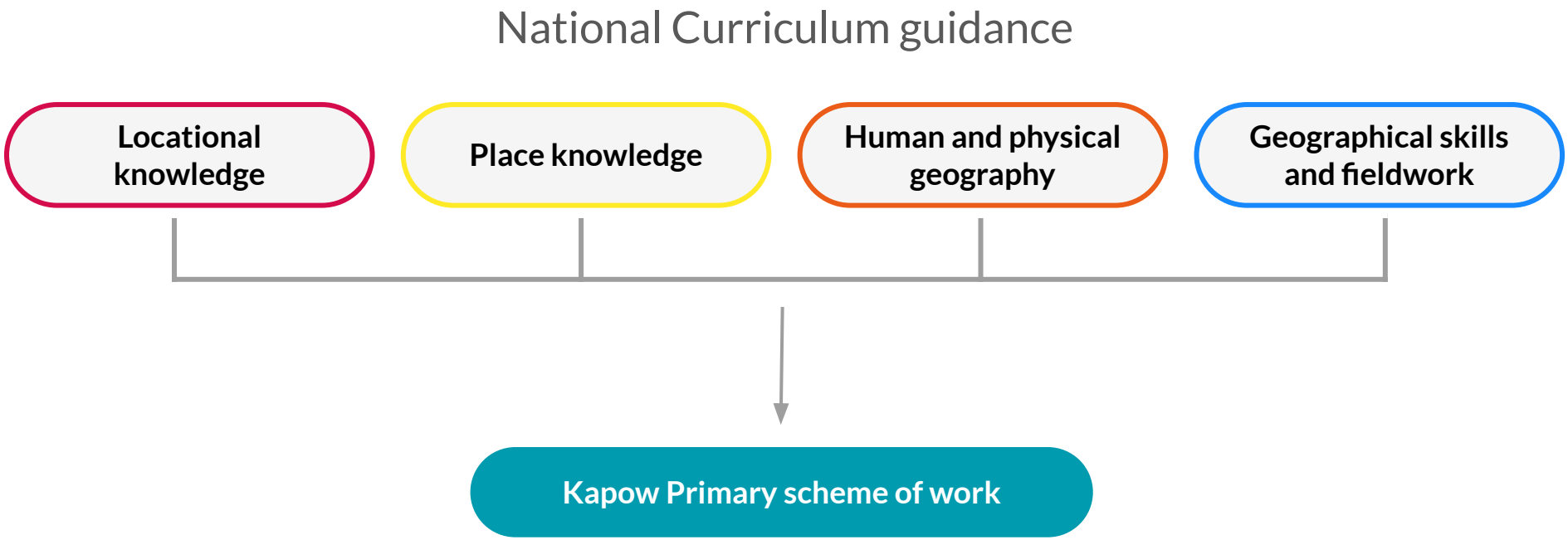




# How is the Geography scheme of work organised?

The national curriculum organises the attainment targets for Geography under **Locational knowledge, Place knowledge, Human and physical geography** and **Geographical skills and fieldwork** and so we have planned our Geography curriculum with these strands running through each and every unit.



# Exploring the four strands.

## Locational knowledge

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 the Early years, pupils learn positionality, beginning to understand where one object or feature is in relation to another, and use simple directional language to describe this. In Key stage 1 and 2 they extend this to more technical terms such as the points of the compass. Alongside this, pupils become more fluent in identifying specific locations.

Pupils also need to learn about absolute positioning systems such as latitude and longitude to develop an understanding of location affects many of the earth's systems.

## Place knowledge

'Place knowledge' builds on 'Locational knowledge. Pupils not only locate a physical area on a map but also attach meaning to the space so it becomes a 'place' with similarities and differences to the places that they are familiar with - their homes, classrooms, towns and cities.

During primary school, pupils make comparisons between different places but also study the same place over time.

## Human and physical geography

A knowledge of physical and human processes helps pupils to describe and explain different environments.

Pupils in Key stage 1 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 Key stage 2 children study why certain phenomena occur and the impact that these phenomena have on the environment over time.

It is important that pupils understand how human and physical processes interact.

## Geographical skills and fieldwork

Pupils learn to interpret maps, globes and atlases and studying these spatial representations supports their development of a sense of place.

This begins in Key stage 1, with pupils studying plans of areas that they are familiar with through to studying more complex maps to find out about the topography of distant places.

Through fieldwork, pupils are able to connect their learning in geography lessons with the complexity of the real world.

Pupils learn how to observe and record the environment around them and this supports them in retaining 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.

**There is an interplay between these four strands and the concepts within them do not exist in isolation from each other. For this reason, elements of each strand appear in all of our Geography units.**

# Different types of knowledge in Geography

## Substantive knowledge
**('knowing about')**

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 our scheme of work:

- Locational knowledge
- Place knowledge
- Human and physical geography
- Geographical skills and fieldwork

These four areas are explained in more detail in the previous slide. It is important that pupils also understand the relationships between these four different areas.

## Disciplinary knowledge
**('ways of knowing')**

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 give pupils the opportunity to understand and follow the same processes that geographers follow to find answers to enquiry questions and to consider the validity of these answers. Please see our enquiry cycle for further information on these processes.

Progression in disciplinary knowledge is shown in our Geographical skills and fieldwork strand but it is important to understand that to carry out an effective enquiry, geographers must draw on their substantive and procedural knowledge.

## Procedural knowledge
**('knowing how to')**

Pupils gain procedural knowledge primarily through the Geographical skills and fieldwork strand.

They learn knowledge of how to collect, analyse and communicate data and geographical information from fieldwork, maps and other sources and consider how to interpret this range of sources to answer enquiry questions.

# Building understanding of geographical concepts

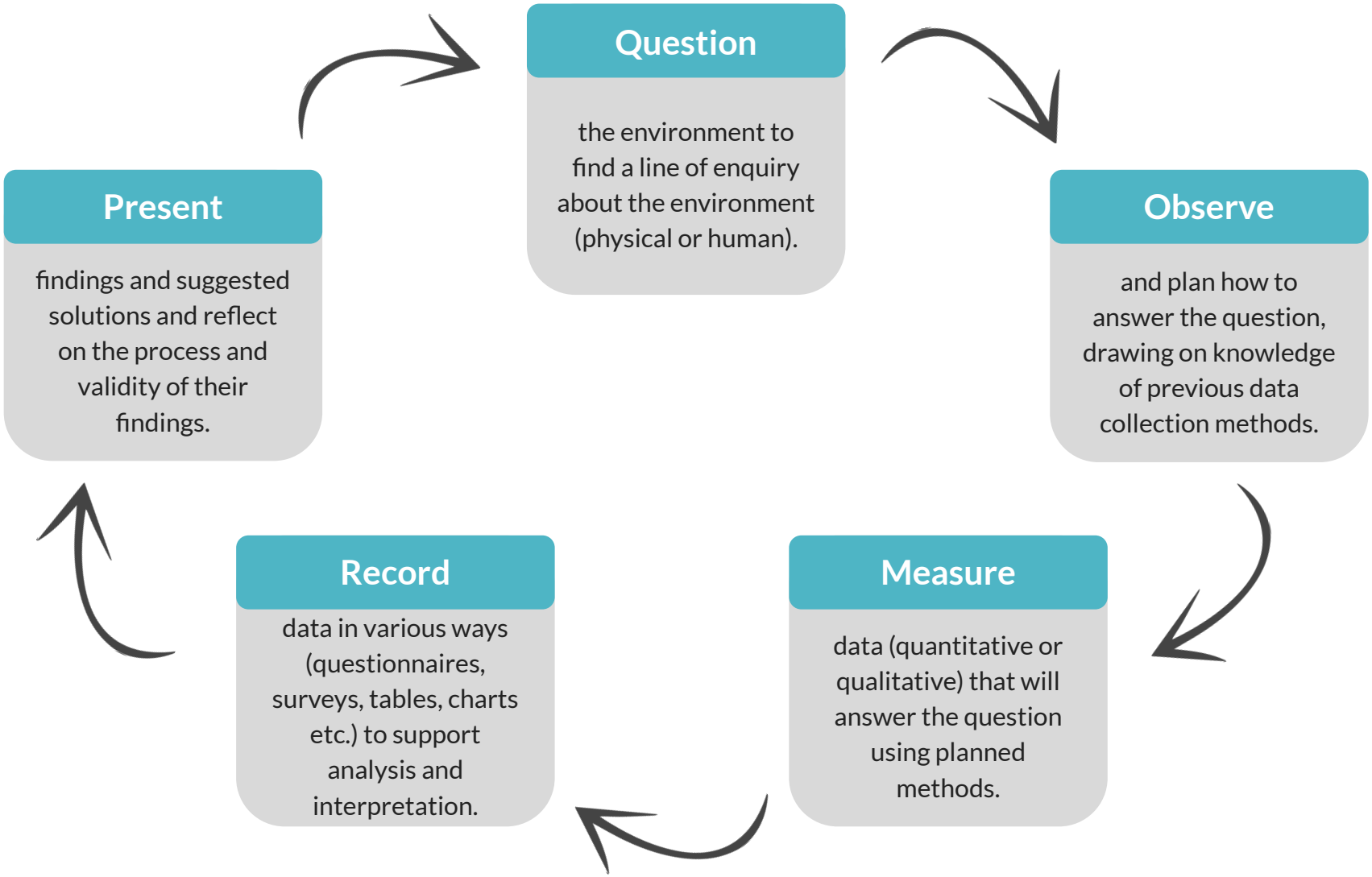
The Ofsted research review series: geography (2022) acknowledges that there has been many differing opinions on what constitutes key geographical concepts in the geography community over the years. However, it highlights the importance of pupils understanding the following concepts:

- Place
- Space
- Scale
- Interdependence
- Physical and human processes
- Environmental impact
- Sustainable development
- Cultural awareness
- Cultural diversity

Our document entitled Progression of geographical concepts gives more information about how each of these concepts build in the Kapow Primary Geography curriculum although it is important to remember that they are interconnected.

# The enquiry cycle

It is important that pupils consider the ways that geographers question and explain the world and begin to 'think like a geographer.' We have used this enquiry cycle when planning the fieldwork studies throughout our scheme to encourage pupils to ask geographical questions and learn how geographers reach their answers through enquiry.



# Fieldwork

Fieldwork provides children with hands-on experience and encourages them to apply geographical concepts to their surroundings. Fieldwork skills do not have to be developed on school-trips alone: local fieldwork opportunities can make the subject matter relevant and support teachers in fostering a sense of community and environmental awareness amongst pupils.

Fieldwork in the local area is an important element in the Kapow Primary Geography scheme as it makes incorporating fieldwork more practical for schools and exploring a familiar area engages children and creates meaningful and purposeful lessons around fieldwork.

Although we have provided suggested locations and activities for fieldwork (**see our Fieldwork planner**), teachers could adapt these to suit their unique local environments. Utilising your local resources and opportunities enriches the educational experience, allowing each lesson to be tailored to your specific community's geography. It may be useful to do an audit in your local area to assess what environments, geographical features and issues or events are relevant. This can then provide a basis on which to personalise the suggested fieldwork lessons within the scheme.

In addition, most of the fieldwork units are designed to be personalised through the presentation mode. There is opportunity to upload maps, sketches or photographs you have sourced or made to ensure children are familiar with features or routes of a place before visiting it themselves.

***Please see our Fieldwork planner to ensure that you are prepared for the fieldwork lessons in advance as some of them require off-site visits.**

# Fieldwork skills

Below is a list of many of the fieldwork skills featured in our curriculum. These are be built upon over time and feature across units where most appropriate for the enquiry question. **Please see our Fieldwork planner to ensure that you are prepared for the fieldwork lessons in advance as some of them require off-site visits.**

## Observing

- Maps and compasses to follow routes.
- Annotated field sketches.
- Aerial photographs.
- Transects.
- Magnifying glasses to observe in more detail and classify.
- Sketch maps.

## Measuring

- Likert scales.
- Rain gauges
- Thermometers.
- Non-standard measurements (for example, drawing around a puddle with chalk).

## Recording

- 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.

## Presenting

- GIS (digital mapping).
- Bar charts
- Pictograms.
- Pie charts.
- Presentations.
- Letters.
- Slideshows.
- Non-chronological reports.
- Verbal.
- Posters.
- Video.
- Balanced arguments.

# Climate change in the Kapow Primary curriculum

Though not directly highlighted in the National curriculum, the significance of climate change can't be overlooked: it is crucial for understanding geographical interconnections. As stated by the Department for Education's 2023 guidance, educating children on our planet's evolving conditions is vital. They aim for all schools to enact a climate action plan by 2025, fostering sustainable learning environments. Engaging pupils in this endeavour can spark enthusiasm for positive change, broaden their understanding of sustainability, alleviate climate-related anxieties, instil pride in their educational settings and share their insights within their local communities.

A 2022 Save the Children survey showed 70% of young individuals experience anxiety over climate change. Kapow Primary addresses these concerns by introducing global warming topics at an appropriate level, covering impacts and daily actions we can all take to mitigate the issue. While climate change is primarily discussed in Key stage 2 units, the groundwork is laid in Key stage 1 by fostering appreciation for the environment and basic understanding of physical geography, like weather patterns. The Kapow primary scheme aims to approach global warming and its impacts from different points of view and has a fact-based approach that allows children to form their own opinions.

Kapow Primary 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

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.

## Energy and sustainability

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

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.

## Population growth and human resources

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 labor, skills, and intellectual contributions that people bring to a society.

## Environmental management (physical processes)

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.

## Fieldwork opportunities

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

The tick marks below indicate where elements of climate change are introduced or discussed in the Key stage 2 Geography curriculum. These marks should not be interpreted as comprehensive coverage but rather as points where some knowledge or conceptual understanding is being developed.

| | 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** | | | | ✔ | ✔ | ✔ | | ✔ | | ✔ | ✔ | ✔ |

Kapow Primary have also partnered with Eco-Schools to help you on your journey to Eco-School accreditation (see our Eco-Schools mapping document for more information).

# A spiral curriculum

The scheme of work has been designed as a spiral curriculum with the following key principles in mind:

- ✓ **Cyclical**: Pupils return to the key knowledge and skills again and again during their time in primary school.
- ✓ **Increasing depth**: Each time a skill is revisited it is covered with greater complexity.
- ✓ **Prior knowledge**: Prior knowledge is utilised so pupils can build upon previous foundations, rather than starting again.

# Is there any flexibility in the Kapow Primary Geography scheme?

Our Geography scheme of work is organised into units consisting of six lessons.

Within each unit, lessons must be taught in order as they build upon one another.

The units in Year 1 and 2 both Cycle A and B should always be taught in the order recommended as they build upon each other, from local to global, when introducing the concept of scale.

Although recommended to be taught in the order as shown in the Long-term plan, the units in Years 3 and 4 for both Cycle A and B could be taught in any order but should all be taught within Years 3 and 4. The final units in upper key stage 2, regarding energy and independent fieldwork, should be taught in the final terms of the year as they introduce more independence and complex thinking, however the other units can be taught in any order but should all be taught within Year 5 and 6.

This document gives the recommended order but flexibility in the order the units can be taught allows schools to adapt the planning to suit their school and to make use of cross-curricular links available.

# Why are the units sequenced this way?

As already stated, there is some flexibility in the order the Geography units can be taught in EYFS. However, the Cycles A and B should be followed in order to ensure there is no repeated content and that there is progression across phases. Children will revisit key skills and knowledge, across both years, covered in different geographical contexts, but can start with either Cycle A or Cycle B units. The order of units on this long-term plan is our suggested order for teaching the units and we provide the justification for this sequencing below.

## EYFS and Key Stage 1

**In Key stage 1, we have sequenced the learning to specifically develop pupils' conceptual understanding of scale and place by first learning about their everyday surroundings, then by looking at a national level and finally by studying global contexts which are likely to be new to them.**

**EYFS (Reception)**
These activities have been designed so that you can use them at any point throughout the year to tie-in with your current theme/topic. The activities help the children to explore fictional and real maps in familiar contexts, experience the surrounding natural environment, notice changes in the weather and seasons over time and explore different landscapes and cultures.

**Year 1 / 2 Cycle A**
The 'What is it like here?' unit supports pupils to develop an understanding of basic geography by looking at their familiar surroundings and beginning to build an awareness of the United Kingdom. 'What is the weather like in the UK?' extends this knowledge of location and builds upon the children's understanding of weather and seasons from Reception. Concepts such as mapping and directional language are also introduced in this unit, supporting the development of basic geographical skills. 'What can you see at the coast?' builds on existing geographical skills and gives children the opportunity to apply them in a more specific context away from the school grounds, using higher level geographical vocabulary.

**Year 1 / 2 Cycle B**
The 'Where am I?' unit supports pupils to develop an understanding of their surroundings and begins to build an awareness of the United Kingdom. Children revisit the concept of place by studying a non-European country in the unit 'Would you prefer to live in a hot or cold place?' They have the opportunity, as advised by the National curriculum, to explore human and physical features in areas of Kenya and compare this to their locality. With a more secure grasp of location, scale and place, pupils are able to look at a small area in the largest continent in our 'What is it like to live in Shanghai?' unit, building towards children's ability to name and locate the world's seven continents. Here, they have another opportunity to directly compare contrasting human and physical features to those in their local area and develop an understanding of how communities and place can be similar or different to one another.

## Key Stage 2

**The National curriculum states that pupils should 'develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge', and so our units across Key stage 2 are sequenced to allow pupils to build on their understanding of geographical concepts, themes, such as settlement, trade, climate change and natural resources, and fieldwork skills. As guided by the National curriculum, we have also structured our units to reflect a regional approach, for example, the Amazonian region, a volcanic region in Southern Italy, the Alps, the Great Barrier Reef and a desert region. Case studies have been chosen not only to reflect the National curriculum guidance but also to ensure children have experience learning about a location in each continent by the end of primary school.**

### Year 3 / 4 Cycle A

This cycle starts with 'Why do people live near volcanoes?' for deeper insight into physical processes learnt in Key Stage 1. In 'Why are rainforests important to us?' children are introduced to biomes and the Amazonian region is used as a case study to compare how the local woodland is used similarly or differently to the Amazon rainforest. This is built upon in the unit 'Where does our food come from?' and ties together how climate and vegetation impact communities and trade.

### Year 3 / 4 Cycle B

'Who lives in Antarctica?' expands on Key Stage 1's hot and cold places by exploring how location affects people differently. 'Are all settlements the same?' lays the groundwork for understanding settlements and natural resources. New Delhi was chosen as a case study for this unit so children studied an area in Asia in Key stage 2 to ensure all continents had been covered before children leave primary school. The following unit 'What are rivers and how are they used?' builds on these concepts and gives children an opportunity to bring learning back to their locality during the fieldwork.

### Year 5 / 6 Cycle A

'What is life like in the Alps?' begins with a case study considering the interdependence of the human and physical environment, exploring colder environments as previously introduced. Studying a different type of biome and considering how humans utilise this environment is explored in the unit 'Would you like to live in a desert?'. Here, the Mojave Desert, North America, is used as a case study and is directly compared to the children's local area towards the end of the unit. More complex issues around energy production are taught towards the end of this cycle where Midland, Texas is used as a case study in North America to compare energy usage and human features to those found in Port of Blyth, England.

### Year 5 / 6 Cycle B

The first unit in this cycle exposes children to more complex issues of population and encourages them to consider data through an analytical lense. 'Why do oceans matter?'' builds on the understanding children have gained around climate change in Lower key stage 2. We have placed the local geography unit 'Can I carry out an independent fieldwork enquiry?' as the last unit in this cycle, as children are given the opportunity to bring all their knowledge and skills together to independently showcase how they can think like a geographer.

# Assessment in Geography

## Formative assessment

Every lesson begins with the 'Recap and recall' section which is intended to allow pupils retrieval practice of key knowledge relevant to the upcoming lesson. This section also provides teachers with an opportunity to make informal judgements about whether pupils have retained prior learning and are ready to move on.

Each lesson contains the 'Assessing progress and understanding' section which helps teachers to identify those pupils who are secure in their learning or working at a greater depth in each lesson. These assessments can then be recorded on our Geography: Assessment spreadsheet which supports the teacher in identifying gaps in learning amongst the class or for individual pupils.

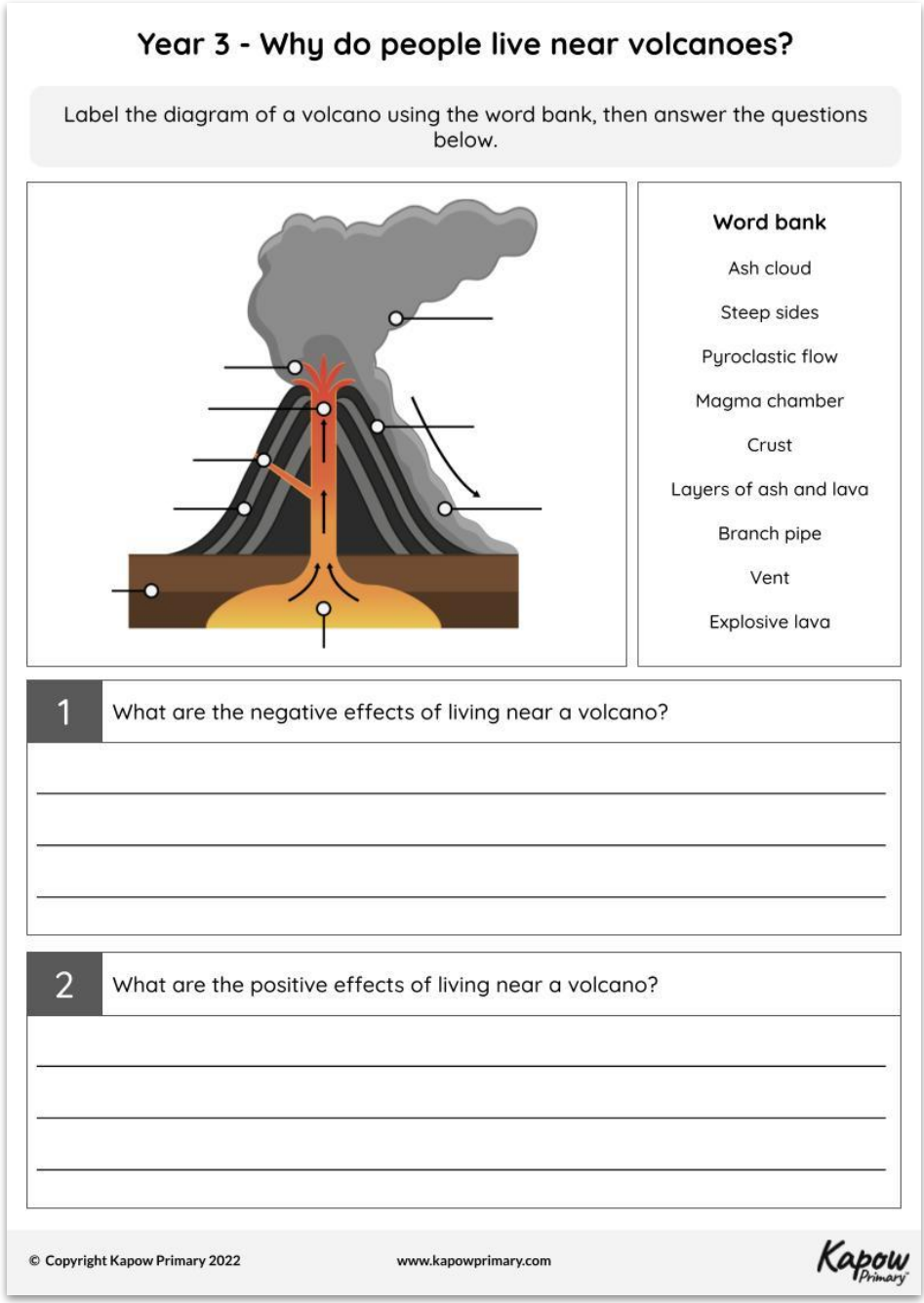
## Summative assessment

Each unit of work assesses children's understanding and retention of key knowledge using an assessment quiz with nine multiple choice questions and one open-ended question.

In addition, each unit uses either a skills or knowledge catcher, depending on the key strands covered in the unit. This can be used at the beginning and/or end of a unit and gives children the opportunity to further demonstrate their understanding of the key concepts covered.

Assessment quizzes, and skills and knowledge catchers provide teachers with a record of summative assessment as evidence of progression throughout the year and as pupils move between key stages.

It is suggested that teachers keep all forms of assessment as children move through primary school so that the subject lead and teachers will have a record of children's learning.



Year 3 - Why do people live near volcanoes?

Label the diagram of a volcano using the word bank, then answer the questions below.



1 What are the negative effects of living near a volcano?

2 What are the positive effects of living near a volcano?

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# Geography in EYFS: Reception

**Our Geography Early Years Foundation Stage (Reception) activities are designed to target Development matters 'Understanding the world' statements and also fully integrated with the Kapow Primary Key stage 1 and 2 curriculum for Geography offering a unified approach to teaching Geography in EYFS.**

Clear progression between EYFS (Reception) and Key stage 1 content can be seen by looking at our Progression of knowledge and skills document, where component knowledge and skills are outlined across our strands (**Locational knowledge, Place knowledge, Human and physical geography, Geographical skills and knowledge**) from EYFS (Reception) through to Year 6.

Our Geography EYFS (Reception) 'units' are not designed to be taught in a set order. Instead, they feature flexible, small-step activities, allowing teachers to personalise lessons to include local geography or to fit in with their chosen themes or topics. The activities have been designed for continuous provision. An adult will need to explain the outcome of the station at the beginning of the week, but after this, independent learning should be encouraged. Each unit has explanatory videos to assist teachers in their planning and implementation. These videos provide insight into how the activities can support skills and knowledge development, which will lay the foundations for pupils' geography learning in Key stages 1 and 2.

The activities are designed to build pupils' familiarity with maps, atlases and globes to develop their early geographical skills and fieldwork. Children begin to use simple directional language to prepare for the locational knowledge to come in Key stage 1 and 2.

# Other useful documentation

There are a number of key documents that can support you in planning and delivery of the Kapow Primary Geography scheme. Visit the Subject planning page for more.

- ✓ National curriculum coverage document — mixed-age
  - Shows which of the National curriculum attainment targets are covered by each mixed-age unit.
- ✓ Progression of skills and knowledge document — mixed-age:
  - Shows how understanding and application of key knowledge and skills builds year on year.
- ✓ Progression of geographical concepts — mixed-age
  - Shows how children's understanding of concepts are expected to build over time.
- ✓ Knowledge organisers - one per unit:
  - One page overview of the key knowledge and vocabulary from a unit to support pupils' learning.
- ✓ Equipment list
  - Lists the equipment needed for each unit of lessons, to help you prepare ahead of time.
- ✓ Intent, Implementation, Impact statement

# Suggested long-term plan: Geography- Outline (Mixed-age cycle)

| | Autumn | Spring | Summer |
|---|---|---|---|
| **EYFS (Reception)** | Our new EYFS activities are designed to be used throughout the year to support Reception teachers in targeting Development matters statements, while also laying the foundations for pupils' further geography learning. See here for more information on Geography in EYFS: Reception. | | |

| Cycle A | | | | Cycle B | | |
|---|---|---|---|---|---|---|
| **Year 1/2** | **Year 3/4** | **Year 5/6** | | **Year 1/2** | **Year 3/4** | **Year 5/6** |
| **What is it like here?** | Why do people live near volcanoes? | What is life like in the Alps? | **Autumn** | **Where am I?** | Who lives in Antarctica? | Why does population change? |
| **What is the weather like in the UK?** | Why are rainforests important to us? | Would you like to live in the desert? | **Spring** | **Would you prefer to live in a hot or cold place?** | Are all settlements the same? | Why do oceans matter? |
| **What can you see at the coast?** | Where does our food come from? | Where does our energy come from? | **Summer** | **What is it like to live in Shanghai?** | What are rivers and how are they used? | Can I carry out an independent fieldwork enquiry? |

It is important to plan for fieldwork in advance, especially if it involves leaving the school grounds, so the lessons involving fieldwork and the suggested locations to carry out this fieldwork are listed below.

It is important to risk-assess the proposed fieldwork taking into account any relevant school risk assessment policies and procedures. Refer to the *Before the lesson* section in each fieldwork lesson to prepare. **Please be aware fieldwork lessons may take longer than one hour.**

| | Autumn | Spring | Summer |
|---|---|---|---|
| **Year 1/2 Cycle A** | **What is it like here?** | **What is the weather like in the UK?** | **What can you see at the coast?** |
| | Using maps to follow simple routes around the school grounds and carry out an enquiry about how to improve their playground.<br><br>**Lessons involving fieldwork:**<br>Lesson 3: What can we find in our school grounds?<br>**Location:** School grounds<br><br>Lesson 4: Where are the different places in our school?<br>**Location:** School grounds | Considering how we change our behaviour in response to different weather and keep a weather diary or record.<br><br>**Lessons involving fieldwork:**<br>Lesson 2: What are the four seasons?<br>**Location:** School grounds<br><br>Lesson 3: What are the compass directions?<br>**Location:** School grounds<br><br>Lesson 4: What is the weather like today?<br>**Location:** School grounds | Investigating how people use the local coastline by completing a tally chart.<br><br>**Lessons involving fieldwork:**<br>Lesson 5: how do people use our local coast?<br>**Location:** Ideally a coastal town (if this is not possible, visit a local village, town or city that attracts visitors. Please note: if a coast is not visited, parts of the lesson plan may need to be amended to suit the chosen location.) |
| **Year 1/2 Cycle B** | **Where am I?** | **Would you prefer to live in a hot or cold place?** | **What is it like to live in Shanghai?** |
| | Mapping feelings associated with places around school using sketch maps and symbols.<br><br>**Lessons involving fieldwork:**<br>Lesson 2: What is a feature?<br>**Location:** School grounds<br><br>Lesson 6: How do places in school make us feel?<br>**Location:** School grounds | Comparing weather and climate in the North and South Poles, Kenya and the local area by measuring and recording conditions to find similarities and differences.<br><br>**Lessons involving fieldwork:**<br>Lesson 5: Do we live in a hot or cold place?<br>**Location:** School grounds | Comparing features in Shanghai to those in the local area and making a simple map using data they have collected through fieldwork.<br><br>**Lessons involving fieldwork:**<br>Lesson 1: What can we see in our local area?<br>**Location:** Local area surrounding school. |

| | Autumn | Spring | Summer |
|---|---|---|---|
| Year 3/4 Cycle A (LKS2) | Why do people live near volcanoes? | Why are rainforests important to us? | Where does our food come from? |
| | Observing and recording the location of rocks around the school grounds and discussing how they originated.<br><br>**Lessons involving fieldwork:**<br>Lesson 6: Where have the rocks around school come from?<br>**Location:** School grounds | Collecting data to understand how local woodland is used with a variety of data collection methods.<br><br>**Lessons involving fieldwork:**<br>Lesson 5: How is our local woodland used?: Data collection<br>**Location:** Local woodland (or park) | Designing and carrying out an interview to collect data on where school dinners are sourced.<br><br>**Lessons involving fieldwork:**<br>Lesson 5: Are our school dinners locally sourced?<br>**Location:** School grounds |
| Year 3/4 Cycle B (LKS2) | Who lives in Antarctica? | Are all settlements the same? | What are rivers and how are they used? |
| | Interpreting instructions which include compass points to map and follow a simple route inspired by Shackleton's expedition.<br><br>**Lessons involving fieldwork:**<br>Lesson 6: How did our expedition go?<br>**Location:** School grounds | Mapping and discussing why physical and human features are in particular locations.<br><br>**Lessons involving fieldwork:**<br>Lesson 3: Can I explain the location of features in my local area?<br>**Location:** Local area | Identifying and locating human and physical features of a local river on a map.<br><br>**Lessons involving fieldwork:**<br>Lesson 6: What features does our local river have?<br>**Location:** River environment |

| | Autumn | Spring | Summer |
|---|---|---|---|
| Year 5/6 Cycle A (UKS2) | What is life like in the Alps? | Would you like to live in the desert? | Where does our energy come from? |
| | Investigating what there is to do in the local area using data collection.<br><br>**Lessons involving fieldwork:**<br>Lesson 4: What is there to do in our local area?<br>**Location:** Local area – focus on recreational land use (tourism) | **Lessons involving fieldwork:**<br>None | Collecting and and presenting data on where to position a solar panel on the school grounds.<br><br>**Lessons involving fieldwork:**<br>Lesson 6: Where is the best place for a solar panel on the school grounds?<br>**Location:** School grounds |
| Year 5/6 Cycle B (UKS2) | Why does population change? | Why do oceans matter? | Can I carry out an independent fieldwork enquiry? |
| | Collecting and interpreting data about how population impacts the amount of traffic and litter in a local urban area.<br><br>**Lessons involving fieldwork:**<br>Lesson 5: How is population impacting our local environment?: Data collection<br>**Location:** Urban area (e.g. town centre) | Collecting data on the types of litter polluting a local marine environment.<br><br>**Lessons involving fieldwork:**<br>Lesson 5: How littered is our marine environment?: Data collection<br>**Location:** Marine environment (beach, river, reservoir, lake or pond) | Planning a full fieldwork enquiry using the enquiry cycle and collecting data to analyse and present on a relevant local topic.<br><br>**Lessons involving fieldwork:**<br>Lesson 4: Collecting the data.<br>**Location:** Local area |

| Date | Update |
|---|---|
| 11.07.23 | Updated links to reflect new units added to the website. |
| 07.09.23 | Added information about our new EYFS: Reception activities (p.12, p.14). |
| 22.01.24 | Updated to include further information about what each fieldwork session involves (p.21-23) and to give information about 'Why are the units sequenced this way?' (p.15-16). Also to add the link to the Eco-schools document on p.13. |
| 18.04.24 | Added information about our new EYFS: Reception unit (p.15). Updated other useful documentation page to give links to mixed-age specific documents. (p.19) |