



Geography

Equipment list

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Exploring maps

Activity 1: Pirate map bingo

- ☐ Colouring pencils or felt tips (class set).
- ☐ Counters and pots.

Activity 2: Our school from above

- ☐ A selection of colourful paper shapes.
- ☐ Glue sticks.
- ☐ Pencils.
- ☐ A large aerial photograph of the school grounds
- ☐ A basic template of the school grounds on A4 paper (one each)

Activity 3: Let's build a map

- ☐ Variety of objects to build maps (such as: wooden blocks, vehicles, people, trees, additional small world resources, wooden reels, bobbins, cardboard tubes, boxes, pebbles, sticks, leaves, fabric, bangles, curtain rings, bottle tops, foil lids)..
- ☐ Masking tape.
- ☐ Chalk.

Activity 4: Creating journey sticks

- ☐ Sticks (class set - of up to 30cm).
- ☐ String.
- ☐ Elastic bands.
- ☐ Plain paper.
- ☐ Crayons.
- ☐ A pre-prepared journey stick.

Activity 5: Investigating maps

- ☐ A selection of maps such as: A-Z street maps, town maps, ordnance survey maps, Google Maps print-outs, stylised artist interpretation maps, event or attraction maps (often found in leaflets or brochures).
- ☐ Highlighters.
- ☐ Scissors.
- ☐ A large, simple map drawing of your local area (use Link: [Google Maps](https://www.google.com/maps)).

Outdoor adventures

Activity 1: Nature catchers

- ☐ A large plastic tray.
- ☐ Natural resources (e.g. leaves, flowers, herbs, small twigs, seed pods and feathers).
- ☐ Thick paper or cardboard.
- ☐ Sheets of sticky back plastic.

Activity 2: Observational painting

- ☐ A bag in which to collect natural objects.
- ☐ A display of natural, seasonal objects (e.g. pine cones, daffodils, pumpkins, holly and berries, depending on the season).
- ☐ A beautiful or interesting vase, bowl, tray or dish.
- ☐ Poster paints, acrylics or watercolours.
- ☐ Paintbrushes of different sizes.
- ☐ Pots of water.
- ☐ Trays to enable colour mixing.
- ☐ Paper.
- ☐ Inspirational examples of observational painting (optional – if printing, then it is recommend the images are laminated or sealed in a plastic pouch to prevent water/paint damage).

Activity 3: Exploring the weather

- ☐ Shallow pots or trays.
- ☐ Magnifying glasses.
- ☐ Sticks (these can be collected as part of the activity if your environment allows it).
- ☐ Tools for mark making on sticks (e.g. pens, paint, tape).
- ☐ Pipettes.
- ☐ Paintbrushes.
- ☐ Paint.
- ☐ Chalk.
- ☐ Pots to hold water.
- ☐ Ribbons or scraps of fabric.
- ☐ Sticks (these can be collected as part of the activity if your environment allows it).
- ☐ Bubble wands.
- ☐ Bubble mixture.
- ☐ A container to hold the bubble mixture.

Activity 4: Senses in nature

- ☐ Baskets or pots in which to collect natural objects.
- ☐ Paint sample cards in natural colours.
- ☐ Outdoor cushions.
- ☐ Paper.
- ☐ Pencils.
- ☐ Crayons.
- ☐ Audio playback devices (optional).
- ☐ Resources to allow the children to attach objects to card (glue, sticky tape, paper clips, pegs, etc.).
- ☐ If planting: trowels; compost; gardening gloves.
- ☐ A watering can.
- ☐ A selection of herbs (e.g. thyme, chives, lavender and rosemary).
- ☐ A selection of pots, pans, spoons and bottles.

Activity 5: Exploring the seasons

- ☐ Two large plastic trays.
- ☐ Natural objects (e.g. conkers, mini pumpkins, acorns, autumn leaves, pine cones, etc.).
- ☐ Magnifying glasses.
- ☐ Tweezers.
- ☐ Weighing scales.
- ☐ Pots and containers.
- ☐ Sticks to make frost patterns.
- ☐ Bubbles.
- ☐ Natural objects (e.g. spring flowers, leaves, petals, grass, pebbles, seed pods, etc. – or you may prefer the children to collect their own as part of the activity).
- ☐ Clear plastic cylinders (made by removing the ends of two-litre sized bottles and cutting them in half – one each).
- ☐ String.
- ☐ Natural objects (e.g. pine cones, bark, sticks and twigs, pieces of moss, etc. – or you may prefer the children to collect their own as part of the activity).

What is it like here?

- ☐ Class set of atlases.
- ☐ Enlarged colour aerial photograph of the local area including the school and grounds (use Link: [Google Earth](#)).
- ☐ Photographs of key features in your school grounds (such as: the school building, play equipment, field, or trees.)
- ☐ Class photograph of the children or a label with the class name on.
- ☐ Camera.
- ☐ Ipads/tablets.
- ☐ A variety of maps (such as: floor plans, bus and train maps, street maps, atlases and globes for each table group).
- ☐ Classroom objects to make messy maps (such as: cubes, bears, counters, bean bags, rulers, pencils, books, glue sticks etc.)
- ☐ Class set of clipboards.
- ☐ Coloured chalks.
- ☐ Teddy bears or soft toys.
- ☐ Large rolls of paper (If indoor in [Lesson 4](#)).
- ☐ Sticky notes.
- ☐ An enlarged simple map of the playground with up to six areas located (such as: the climbing frame, the bench, and the field). Use [Activity: Playground map](#).

What is it like to live in Shanghai?

- ☐ Tablets or cameras.
- ☐ Teddy bears or soft toys.
- ☐ Class set of clipboards.
- ☐ Sticky notes.
- ☐ A3 colour aerial photographs of the local area, including either the school or a local feature recognisable to the children (use Link: [Google Earth](#)).
- ☐ Sugar paper.
- ☐ A compass (for the teacher).

What is the weather like in the UK?

- ☐ Class set of atlases.
- ☐ Class set of clipboards.
- ☐ Wool or string (cut into lengths of approximately 50cm for each child to tie objects onto a stick).
- ☐ Prepared map of the school grounds (one per pupil).
- ☐ Compass (one for the teacher).
- ☐ A camera or tablet.
- ☐ If possible, a selection of instruments that measure the weather (such as: thermometers, rain gauges and weather vanes).
- ☐ Chalk (at least three different colours per pair).

Note: [Lesson 4](#) investigates daily weather patterns, the children will need to carry out weather investigations, ideally at different times of the day, e.g. morning, midday and afternoon. Select and prepare for one of the activities in the lesson plan, depending on the weather.

If carrying out the rain investigation:

- ☐ Sticks (one per pair – children to collect).

If carrying out the wind investigation:

- ☐ Paper plates (one per pupil).
- ☐ Tissue paper cut into strips (at least four strips per pupil).
- ☐ Hole punch (one for the teacher).
- ☐ Sticky tape.
- ☐ String or wool (one length per pupil).

This list does not include equipment which is usually readily available in the classroom (e.g pencils, A4 paper etc)

<u>Would you prefer to live in a hot or cold place?</u>	<u>Why is our world wonderful?</u>
<ul style="list-style-type: none"> <input type="checkbox"/> Class set of atlases. <input type="checkbox"/> Globe. <input type="checkbox"/> Optional: Inflatable globe (one). <input type="checkbox"/> Class set of clipboards. <input type="checkbox"/> Thermometer. <input type="checkbox"/> Rain gauge. <input type="checkbox"/> Compasses (one between two.) <input type="checkbox"/> Sticky notes. 	<ul style="list-style-type: none"> <input type="checkbox"/> Atlases (one per child or pair). <input type="checkbox"/> Laptops or tablets (one between two). <input type="checkbox"/> Six photographs of human and physical features in the local area (this could include: a church, a park, a shop or a river - six per table group). <input type="checkbox"/> A3 colour aerial photographs of the local area, including either the school or a local feature recognisable to the children (one per table group - use link: Google Earth). <input type="checkbox"/> An OS map of the local area (sign up to use the free OS map link: OS OpenData) (one between two). <input type="checkbox"/> Hoops (one between two). <input type="checkbox"/> Magnifying glasses (one between two). <input type="checkbox"/> Clipboards (one between two). <input type="checkbox"/> Optional: Identification sheets (choose relevant sheets found on the link: Tree tools for schools* from the Woodland Trust)
<u>What is it like to live by the coast?</u>	
<ul style="list-style-type: none"> <input type="checkbox"/> Atlases (one between two). <input type="checkbox"/> Devices (one between two). <input type="checkbox"/> Clipboards (one each). 	
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Why do people live near volcanoes?

- ☐ Sticky notes.
- ☐ White card (printer friendly).
- ☐ Glue sticks (one per child or pair).
- ☐ Optional: Whiteboard and pen (one per child).
- ☐ Atlases (one per child or pair).
- ☐ Laptops/iPads or computers (one per pair).
- ☐ Digital copy of an aerial map of your school labelled with features.
- ☐ A selection of rocks
- ☐ Digital camera/iPad to take photographs outside (one per child or pair).
- ☐ Optional: clipboards (one per child).
- ☐ Optional: magnifying glasses (one per child, pair or group).

Who lives in Antarctica?

- ☐ Atlases (one per child or pair).
- ☐ Globes (one per group).
- ☐ Optional: Terry's chocolate orange (for teacher demonstration).
- ☐ Torches (one per group).
- ☐ Access to a free BBC iPlayer account.
- ☐ Optional: Calculators (one per pair).
- ☐ Large pieces of paper (one per group).
- ☐ Coloured pens (one per pupil).
- ☐ Optional: Tablets or voice recorders.
- ☐ Digital copy of an aerial outline of your school (one with and one without features, just building outlines).
- ☐ Laptops/iPads or computers (one per pair).
- ☐ Compasses (one per pupil).
- ☐ Clipboards (one per pupil).

Are all settlements the same?

- ☐ Laptops/iPads or computers (one per pair).
- ☐ Colouring pencils.
- ☐ Clipboards (one per group).
- ☐ iPad or tablets (one per group).
- ☐ An OS map legend (link provided, one per pair).
- ☐ An OS map of the local area, pre-prepared with a fieldwork route (link provided, one per group).
- ☐ Sticky notes.
- ☐ A historical map of your local area (link provided, one per pair).
- ☐ Optional: Magnifying glasses.
- ☐ Optional: Historical photos of your local area (link provided).
- ☐ Atlases (one per pair).
- ☐ Optional: Glue sticks (one per group).
- ☐ Mini whiteboards (one per pupil).

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Why are rainforests important to us?

- ☐ Atlases (one per child or pair).
- ☐ Globes
- ☐ Optional: Whiteboard and pen (one per child).
- ☐ Sticky notes.
- ☐ Digital copy of map of local woodland with paths.
- ☐ Clipboards (one per child).
- ☐ A1 card or foam boards (one per fieldwork group).
- ☐ Glue sticks (one per fieldwork group).
- ☐ Coloured felt tip pens (one per child).
- ☐ A1 paper (one per fieldwork group).

Where does our food come from?

- ☐ iPad or tablets (one per pair).
- ☐ Laptops or computers (one per child).
- ☐ Colouring pencils.
- ☐ Recycled food packaging (with labels, collected by children in L4).
- ☐ Calculators (one per child).
- ☐ Atlases (one per child).
- ☐ Member of staff with knowledge on where food from school dinners comes from for interview.
- ☐ Optional: A1 card or foam boards (one per fieldwork group).
- ☐ Glue sticks.
- ☐ Scissors.

What are rivers and how are they used?

- ☐ Sticky notes.
- ☐ Colouring pencils.
- ☐ Sealable plastic bags (one per pair).
- ☐ Permanent marker pens (one per pair).
- ☐ Optional: blue food colouring
- ☐ Tape.
- ☐ A variety of materials for the class to build a river model (for example, scissors, glue, sellotape, aluminium foil to represent water, tissue paper in green, brown, and blue, recycled and washed plastic containers, recycled cardboard boxes, construction toys such as Lego, wool, string, rope, and foil containers).
- ☐ White stickers for writing labels (a few per pair).
- ☐ Atlases (one per pair).
- ☐ Large sugar paper (one per group).
- ☐ Coloured felt tip pens.
- ☐ Clipboards (one each).

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<u>What is life like in the Alps?</u>	<u>Why do oceans matter?</u>
<ul style="list-style-type: none"> <input type="checkbox"/> Atlases (one per pair). <input type="checkbox"/> A3 paper (one per child). <input type="checkbox"/> Tablets or laptops (one per pair). <input type="checkbox"/> An OS map of the local area (sign up to use the free OS map link: OS OpenData - local). <input type="checkbox"/> Clipboards (one per child). <input type="checkbox"/> Sticky notes (five for each pair). 	<ul style="list-style-type: none"> <input type="checkbox"/> Atlases (one per pair). <input type="checkbox"/> Colouring pencils. <input type="checkbox"/> Laptops or computers (one per pair). <input type="checkbox"/> Clipboards (one per child). <input type="checkbox"/> iPad or tablets (one per group). <input type="checkbox"/> A pre-prepared aerial sketch map of the fieldwork area (a local marine environment).
<u>Would you like to live in the desert?</u>	
<ul style="list-style-type: none"> <input type="checkbox"/> A torch. <input type="checkbox"/> A globe. <input type="checkbox"/> Atlases (one between two). <input type="checkbox"/> Access to a device (one between two). <input type="checkbox"/> Access to a free BBC iPlayer account. 	

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<u>Why does population change?</u>	<u>Where does our energy come from?</u>
<ul style="list-style-type: none"> <input type="checkbox"/> Sticky notes. <input type="checkbox"/> Atlases (one per pair). <input type="checkbox"/> Coloured felt tip pens (one per child). <input type="checkbox"/> A1 paper (one per table or group). <input type="checkbox"/> Colouring pencils. <input type="checkbox"/> An OS map of the local area with pre-prepared route marked (sign up to use the free OS map link: OS OpenData - local). <input type="checkbox"/> Clipboards (one per child). <input type="checkbox"/> Timer (one per table or group). <input type="checkbox"/> Tablet or voice recorder (one per table or group). <input type="checkbox"/> Computers or laptops (one per child). 	<ul style="list-style-type: none"> <input type="checkbox"/> Atlases (one per child). <input type="checkbox"/> Colouring pencils. <input type="checkbox"/> Optional: Sticky notes. <input type="checkbox"/> Digital device (one per pair). <input type="checkbox"/> Torch. <input type="checkbox"/> Globe. <input type="checkbox"/> Clipboards (one per child). <input type="checkbox"/> Paper OS map of Port Blyth or Digital OS map of Port Blyth (one per pair).
<u>Can I carry out an independent fieldwork enquiry?</u>	
<ul style="list-style-type: none"> <input type="checkbox"/> Access to a device (one between two). <input type="checkbox"/> An OS map of the fieldwork area (link provided, one per group). <input type="checkbox"/> Clipboards (one each). <input type="checkbox"/> A3 paper (one per group). 	

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