

<div>Early Years Foundation Stage</div> <div>Understanding the World ELG (People Culture and Communities ELG)</div> <div>Children at the expected level of development will:</div> <div><div><div>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</div><div>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</div></div></div>	<div>National Curriculum Key Stage 1</div> <div><div><div>1. name and locate the world's seven continents and five oceans</div><div>2. name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</div><div>3. understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and a contrasting non-European country</div><div>4. identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</div><div>5. 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</div><div>6. use basic geographical vocabulary to refer to key human features, Inc. city, town, village, factory, farm, house, office, port, harbour, shop</div><div>7. use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</div><div>8. use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</div><div>9. 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</div><div>10. 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</div></div></div>	<div>National Curriculum Key Stage 2</div> <div><div><div>1. 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</div><div>2. name and locate counties and cities of the United Kingdom, 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</div><div>3. understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</div><div>4. identify the position and significance of latitude, longitude, Equator, 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)</div><div>5. describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</div><div>6. 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</div><div>7. use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</div><div>8. use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</div><div>9. 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</div></div></div>		
EYFS	Year 1/Year 2	Year 3/4	Year 5/6	
	Cycle A	Cycle A	Cycle A	
	<div>Enchanted Woodland</div> <div>Objectives covered: 5,6,8,9,10</div> <div>Fieldwork Opportunities<div><div>observe and record seasonal changes (e.g. to flowering plants and deciduous trees) in the school grounds and local area</div></div></div> <div>Fieldwork Techniques<div><div>drawing a freehand map (e.g. of the school grounds, local street or park) using a simple compass and cardinal compass directions (north, south, west, east)</div><div>taking digital photos (e.g. of buildings in the locality, things seen on a bus journey)</div><div>collecting and sorting natural objects (e.g. leaves, twigs, stones) to investigate their properties</div><div>using a simple recording technique (e.g. smiley/sad faces worksheet) to express their feelings about a specific place and explaining why they like/dislike some of its features</div></div></div> <div>Expected Fieldtrip<div><div>Elvaston Castle (alternative fieldtrip locations must include woodland)</div></div></div> <div>Suggested Sequence of Lessons</div> <div>Lesson 1 and 2</div> <div>Explore site map of Elvaston Castle (or alternative woodland location for fieldtrip) with the class. Discuss - what human and physical features do they think they will see? What do they notice? How do they think the area will be different from where the school is? From where they live? Discuss landmark the children might look out for (e.g. Moorish Temple, Golden Gates). Discuss the Key – what do the symbols mean. Can children use the key to identify locations of bird hides, seating, toilets, café etc on the map?).</div> <div>As a class plot a route on the map that you will follow on your visit? What are the human and physical features they can see on the map?</div>	<div>Urban Pioneers</div> <div>Objectives covered: 2, 6, 8, 9</div> <div>UK - Local area fieldwork<div><div>Develop map skills. Create routes to visit using Digimaps and do a ‘flyover’ before going out in the field.</div><div>Map features found and create StoryMaps.using Digimaps - children to do this as independently as possible. (<a href="https://www.youtube.com/watch?v=1KSPYTJqpxI">https://www.youtube.com/watch?v=1KSPYTJqpxI</a> 3:00 to 22:00 mins for guidance on how to do this)</div></div></div> <div>Fieldwork Opportunities<div><div>when learning about economic activities, to investigate local shops (e.g. to find out how far people travel to them and why) or investigate local journeys and routes, including road safety, public transport provision and more sustainable travel choices</div><div>when learning about natural resources, to explore issues of sustainability in everyday life (e.g. energy generation and use, water supply and use)</div></div></div> <div>Fieldwork Techniques<div><div>relating a large-scale plan of the local area or fieldwork site to the environment, identifying features relevant to the enquiry</div><div>recording selected geographical information on a map or large-scale plan, using colour or symbols and a key</div><div>taking digital photos and annotating them with labels or captions</div><div>collecting, analysing and presenting quantitative data in charts and graphs</div><div>designing and using a questionnaire to collect quantitative fieldwork data (e.g. to compare how far people travel to different types of shop)</div></div></div> <div>Expected Fieldtrip<div><div>Local area traffic survey</div></div></div> <div>Suggested Sequence of Lessons</div>	<div>Child’s War</div> <div>Objectives covered: 1, 6, 7, 8</div> <div>Global Trade</div> <div>All lesson plans and resources for this unit can be found on the Royal Geographical Society website at: <a href="https://www.rgs.org/schools/teaching-resources/global-trade/">https://www.rgs.org/schools/teaching-resources/global-trade/</a></div> <div>Note – This unit would be an ideal opportunity to discuss the impact that the Russia/Ukraine War has had on global supply chains and economies including the trade of oil, gas, sunflower oil and grain. Teachers should try to include references to this as appropriate in the teaching sequence to provide a relevant and recent context for the learning.</div> <div>Lesson 1</div> <div>In the first lesson of the module, pupils are given a clear definition of trade: ‘the buying and selling of goods and services we want and need’. They consider whether they could live without exchanging goods and services. Pupils gain an understanding of the geographical concept of scale, and track how the scale at which trade can be carried out on has increased through time, from local to global. They learn trade now links people in locations all over the world. Pupils explore what developments have enabled trade to be carried out on a global scale, focusing on improved technology, transport, and communications. The main activity involves creating a trade timeline which compares the scale of trade at three different time periods (The Stone Age, 17<sup>th</sup> Century and 21<sup>st</sup> Century).</div> <div>Lesson 2</div> <div>In this lesson, pupils are encouraged to consider where food comes from. They use maps and atlases to locate the source of a range of popular food products from a typical shopping list. The terms ‘import’ and ‘export’ are introduced and pupils learn that the natural resources available, land mass, and climate of a country determine what types of food they export and import. Pupils discover that global trade enables us to have access to many foods that cannot be obtained within the national borders of the UK. The class is encouraged to consider the journey their</div>	

Year 2: Discuss compass directions in relation to the site map, and compare the site map to the Google maps view – can they identify the main roads leading to Elvaston Castle that appear on the Site Map on the Google Map? Ask children to answer questions about the Site Maps using compass directions e.g. which landmark is east of the cricket ground? Which direction should I travel if I want to go to Alvaston? Which tree is east of the dragonfly area?

Year 1: As above but using ‘up, down, left and right, next to’ etc instead of compass directions. Teachers may wish to create a simplified version of the site map with fewer features and simpler key.

<https://www.derbyshire.gov.uk/site-elements/documents/pdf/leisure/countryside/countryside-sites/country-parks/elvaston/elvaston-country-park-site-map.pdf>



**Lesson 3: Elvaston Castle Fieldtrip**

- Children visit Elvaston Castle to document trees and plants found and record seasonal observations.
- They should take digital photos of significant trees/plants (to be added later to a physical map), and also of key physical and human features found.
- Children be provided with a simple sketch map of the route (need clipboards and pencils!). They should add detail to their maps as they go recording what they have seen and where e.g. any human/physical features they see.
- They should collect natural objects linking to their learning in science.
- Year 2 should have compasses throughout the visit, and should be asked to comment on the relative location of different features e.g. is the castle north or south from the lake? What direction does East Avenue run from/to? From the castle, what direction is it to get to the playground? etc

**Lesson 4:**

In their books children add detail to an outline map of the site, recording what they found and adding photos of key objects/features to the relevant places to create a story map representing their visit.

Year 2 should create symbols and try to use a Key.

**Lesson 5:**

Children should use a simple recording technique (e.g. smiley/sad faces worksheet) to express their feelings about different locations around Elvaston Castle and explaining why they like/dislike some of its features. More able Year 2 s could try and create their own survey questions and tally chart or pictograms. Challenge – linked to maths – can children answer questions based on a tally chart/pictogram of the survey results e.g. which tree was most popular? Which flower did most

In this unit children will plan and carry out a road traffic investigation, investigating issues of sustainability in terms of transport use and travel.

**Lesson 1**

Outline the aims of the unit, explaining the context in terms of transport carbon emissions and their contribution to climate change. E.g. use information from:

- <https://www.nationalgeographic.org/media/transportation-and-climate-change/>
- <https://www.bbc.co.uk/bitesize/articles/z4g3f82#:~:text=Our%20world%20has%20been%20getting,and%20the%20planet%20at%20risk>. (this one has a quiz at the end to see how much children have remembered about climate change and its causes).

With the children use ‘Digimaps for Schools’ to plan a route around the local area, identifying around 3 locations to visit to monitor road traffic in each e.g. Abbey Street, Uttoxeter road, Dean Street etc. Use the ‘Shapes’ icon to add markers e.g. triangle, to the location where you will monitor traffic. At this point add a grid references overlay to the Digimap and show the children how to read the grid references for the identified location. (There is an example printable map with shapes on the One Drive, there is also a Digimaps guide to using grid references on page 4 and 5 of the Digimaps grid reference game)

Whole School - Documents > Curriculum Planning > Subject Resources and Planning Support > Geography > LKS2

As a class establish the information you want to find out from your survey – what vehicles might they see? What are different ways that people might be travelling? Which are the most sustainable? Why? How could children find out why people are travelling (e.g. interviews/questionnaires). How long should children monitor traffic in each location?

There is an example traffic survey template at <https://www.think.gov.uk/wp-content/uploads/2018/09/2.-THINK-Map-traffic-survey.pdf>

**Lesson 2 and 3 (this may form an afternoon of work).**

- Carry out the traffic survey – children should use a tally chart to record how many pedestrians, cyclists, cars, buses, motorbikes etc they see in a set amount of time at each location (e.g. 10 minutes). Provide children with a printed map of the area (from Digimaps) and encourage them to use the maps to navigate their way to each location (relating a large-scale plan of the local area or fieldwork site to the environment, identifying features relevant to the enquiry).
- Encourage children to look out for any road safety issues e.g. difficult crossing places versus safe crossing places. These should be documented on their maps with relevant symbols e.g. green circle for safe crossing places, red cross for dangerous crossing places. Children should take digital photos to document these issues.
- With an adult present and if possible, safely, ask pupils to briefly interview members of the public (check first that they are willing to help!) about why they are travelling today.

**Lesson 4**

Children to make bar charts using the data collected in their traffic survey tally charts (more able children could make a bar chart for each location or try to make a combined bar chart, which is coloured coded, representing data from all three locations, less able children could just make one bar chart, for one location, working in a group with an adult). Children should use the information found to answer questions about the data e.g. What was the most common form of transport in 'location 1'? What was the most common form of transport altogether? etc

**Lesson 5**

Adding information and images to the Digimap (<https://digimapforschools.edina.ac.uk/help/add-text/>). Children should add their

food takes from source to sale in the main activity by labelling the source locations of food products on a blank world map and drawing the trade link to the UK.

**Lesson 3**

As the unit develops and pupils gain a greater understanding of trade and its global scale, they are introduced to the multi-step journey of complex manufactured goods and the global supply chain they go through from source to sale. The definition of global supply chain is given to pupils ‘the journey travelled by clothing, food items and other products through different factories, suppliers and warehouses before ending up as the finished product we buy in shops’. They explore the three broad stages of the global supply chain: primary, secondary and tertiary and learn what job roles and activities belong to each. Pupils focus on the case study example of cotton clothing and the multi-stop journey cotton goes on as it is transformed into clothing items. The main activity involves applying their knowledge of the primary, secondary and tertiary stages of the supply chain of this case study example.

**Lesson 4**

In this lesson, the class examines global trade from a different perspective: what the UK exports to other countries and which countries the UK exports the most to. This lesson is cross-curricular with the KS2 mathematics national curriculum data handling objectives and involves interpreting and creating graphs to show data related to UK exports in the system of global trade. The idea of a pattern of global trade: that more developed countries export valuable manufactured goods and import less valuable, primary products is introduced to pupils. The pupils consider the geographical reasons behind this pattern, mainly related to human geography and how developed the country is. The main activity involves creating a bar chart to show the top 10 products exported by the UK and money made from each of these exports. Pupils assess whether these are complex manufactured or primary products and raw materials.

**Lesson 5**

In this lesson pupils question the fairness of global trade and are introduced to the idea of global citizenship: our actions impacting others in other locations around the world. The benefits of fair global trade are explained and pupils learn how those living in less developed countries can help themselves out of poverty through their work with fairtrade organisations. Pupils compare the prices of fair and non-fair trade products and discover why it is that fairtrade products can cost a little more. They discover where the additional cost goes (supporting communities of producers and manufacturers ensuring good working conditions and fair wages). The class explores the Fairtrade Foundation website to discover what products you can buy fairtrade and look at the website’s interactive map to find the location of fairtrade producers. The main activity involves creating a poster outlining the reasons why consumers should pay more for fairtrade goods.

**Lesson 6**

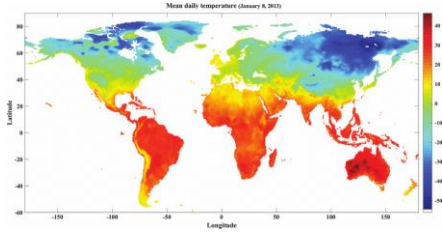
The final lesson of the unit teaches pupils the term and concept of ‘highest-valued exports’. The pupils learn that the highest-valued export of a country is the good that makes the country the most money through global trade. Thinking geographically, pupils consider physical and human features of each country that determine what type of export makes that country the most money. Case studies of the highest-value export of the more developed USA and less developed Liberia give pupils an in depth understanding of how it is both physical and human geography of a country that determines this (climate, resources, skills, technology, and communication systems). The main activity involves using online maps to match the highest-value export to country names found in an atlas or digital map. The pupils research the physical and human features of each country to discover the reasons behind the highest-valued export. The module ends with a Fairtrade Tea Party celebration of learning and discussion of global trade. Pupils are encouraged to share their personal opinions on global trade, and enjoy the fair trade snacks they brought in. An end of unit assessment is also included as part of lesson six.

**Key Vocabulary:**



	<p>people see? Did children like the lake or the castle best?</p> <p><b>Lesson 6:</b></p> <p>Children create their own maps of an imaginary castle grounds. They should use symbols to represent human and physical features e.g. orchard, lake, picnic area, stream, path, stable, castle, bridge etc. Year 2s should create a Key and add a compass. Year 2 more able challenge – can you add the following to your map?; there must be a pond to the south of the castle, there should be stream running from east to west etc..</p> <p><b>Key Vocabulary:</b></p> <table><tr><th>Tier 1</th><th>Tier 2</th><th>Tier 3</th></tr><tr><td>Map Up Down Near Far Forest</td><td>Symbol Record Route Features Location</td><td>Key North South East West Left Right Human Physical Pictogram Tally Chart Landmark Vegetation Season</td></tr></table> <p><b>Golden Nuggets:</b></p> <ol style="list-style-type: none"><li>Year 1 should be able to use up, down, left, right to describe position. Year 2 should be able to use North, South, East, West to describe position.</li><li>Year 1 and 2 should be able to sort human from physical features e.g. tree, lake, hill, forest/house, road, path, bridge</li></ol>	Tier 1	Tier 2	Tier 3	Map Up Down Near Far Forest	Symbol Record Route Features Location	Key North South East West Left Right Human Physical Pictogram Tally Chart Landmark Vegetation Season	<p>findings to the Digimap creating text boxes to summarise data for each location e.g. Abbey Street – 5 cars, 6 pedestrians, 2 buses, 4 cyclists.</p> <p>A further challenge for more able pupils is to add the digital images of the safe/unsafe crossing places identified on the fieldtrip to the Digimap. <a href="https://digimap.edina.ac.uk/help/roam/add_images/">https://digimap.edina.ac.uk/help/roam/add_images/</a> (teachers will need to upload photographs taken to a class file prior to the lesson).</p> <p><b>Lesson 6</b> Focus on using 4 figure grid references and compass directions.</p> <ul style="list-style-type: none"><li>Recap how to read grid references (along the corridor to find the Eastings first, then up the stairs to find the Northings – remind children to record the grid ref of the bottom left corner of the square they are looking at)</li><li>Children should then work in pairs to complete the Digimaps Grid References game (instructions on One Drive file – LKS2 geography folder). <b>Note: when children search for the locations they need to find they must use the ‘clues’ rather than the place names – as place names don’t all appear when using the search bar!</b></li></ul> <p><b>Key Vocabulary:</b></p> <table><tr><th>Tier 1</th><th>Tier 2</th><th>Tier 3</th></tr><tr><td>Safe Unsafe Car Bicycle Bus Motorbike Map Air</td><td>Traffic Symbol Location Pollution Sustainable Transport Interview</td><td>Fieldwork Survey Bar chart Tally chart Grid reference Northings Eastings Pedestrian Questionnaire</td></tr></table> <p><b>Golden Nuggets:</b></p> <ol style="list-style-type: none"><li>Children should be able to identify the 4-figure grid reference for a given location on a map.</li></ol>	Tier 1	Tier 2	Tier 3	Safe Unsafe Car Bicycle Bus Motorbike Map Air	Traffic Symbol Location Pollution Sustainable Transport Interview	Fieldwork Survey Bar chart Tally chart Grid reference Northings Eastings Pedestrian Questionnaire	<table><tr><th>Tier 1</th><th>Tier 2</th><th>Tier 3</th></tr><tr><td>Map Atlas Globe Buy Sell Shop Make Grow</td><td>Global Local Trade Producer Produce Goods Technology Transport Communication Manufactured Citizenship Wages Conditions Developed Developing</td><td>Fairtrade Import Export Natural resource Landmass Climate Primary Secondary Tertiary Supply chain Raw materials</td></tr></table> <p><b>Golden Nuggets:</b></p> <ol style="list-style-type: none"><li>Children should be able explain the terms ‘import’ and ‘export’.</li><li>They should be able to match some job roles and activities to primary, secondary and tertiary stages of a supply chain</li><li>They should be able to describe what ‘Fairtrade’ means.</li></ol>	Tier 1	Tier 2	Tier 3	Map Atlas Globe Buy Sell Shop Make Grow	Global Local Trade Producer Produce Goods Technology Transport Communication Manufactured Citizenship Wages Conditions Developed Developing	Fairtrade Import Export Natural resource Landmass Climate Primary Secondary Tertiary Supply chain Raw materials
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	<p><b>Rio de Vida</b></p> <p><b>Objectives covered:</b> 3,4,5,6,7</p> <p><b>Contrasting non – European locality</b> Local scale study of a rural village and a large town/city in Brazil to compare urban and rural ways of living (avoiding one single story of what it is like to live in Brazil). Compare to urban/rural life in the UK.</p> <p><i>(Note: Instead of the lesson outline below, teachers could choose to use adapted elements of planning from the Royal Geographical Society unit of work on Brazil, which includes lesson plans and resources. However, this planning is aimed at KS2 <a href="https://www.rgs.org/schools/teaching-resources/brazil/">https://www.rgs.org/schools/teaching-resources/brazil/</a> )</i></p> <p><b>Suggested Sequence of Lessons</b></p> <p><b>Lesson 1: Where is the World is Brazil? Where is the UK?</b> Use world maps, globes and atlases to identify where Brazil and the UK are – which continents are they on? Which seas and oceans are they near? Compare the size of the two countries.</p> <p>With children create a list of questions about Brazil that they would like to find out over the following lessons – (these can be used as key questions for the following lessons if appropriate!)</p> <p><b>Lesson 2: What is the weather like in Brazil? What is the weather like in the UK?</b></p>	<p><b>Predator</b></p> <p><b>Objectives covered:</b> 1, 3, 5, 8, 9</p> <p>Unit overview: The main focus of the unit is to understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (Peak District), a region in a European country (Italian Coast), and a region within North or South America (Amazon)</p> <p><b>Map Opportunities:</b></p> <ul style="list-style-type: none"><li><b>European Overview</b> Map countries in Europe and compare their key characteristics (with a focus on Italy and the UK).</li><li><b>Natural resources and Amazon</b> Map regions of the Amazon and the countries within it. Focus on the Amazon as a region, zoom into Manaus, and map impacts of farming on the rainforest.</li><li><b>Vegetation belts and biomes</b> Investigate and map rainforests around the world and explain why they are where they are. Map imports of foodstuffs from around the world using e.g. Scribble maps and their icons. Link to climate and introduce trade. Compare biomes of the three locations studied.</li></ul> <p><b>Fieldwork Opportunities</b></p>	<p><b>Hola Mexico</b></p> <p><b>Objectives covered:</b> 1, 3, 4, 5, 6, 7</p> <p><b>Lesson 1</b></p> <p>Recap the names of the continents and oceans using a world map – can children name and locate the world’s continents and oceans? Does anyone know where Mexico is? Which continent? Show where Mexico is in North America.</p> <p>Introduce lines of latitude on the world map – explaining that they describe how near or far from the equator a location is. Introduce Tropics of Cancer and Capricorn and explain their significance – the area between them denotes the tropics – tropical, warm and hot areas of the planet. Which line of latitude passes through Mexico? What do they think the climate will be like?</p> <p>Play video - <b>An Introduction to Mexico:</b> <a href="https://www.bbc.co.uk/programmes/p0114db0">https://www.bbc.co.uk/programmes/p0114db0</a></p> <p>What can children tell you about the climate zones of Mexico? Which countries does it border? Which seas and oceans are on its coast line? (you may want to play the video again and ask children to take notes to help them answer these questions).</p> <p>Children should then label a blank map of North America with names of countries, oceans and seas, and add lines of latitude to show the Tropics of Capricorn and Cancer and the Equator.</p>																		

Use Atlases/globes etc to show near to/far from the equator the UK and Brazil are? Which do children think would be hottest? Coldest? Why? Explain why countries nearer the equator are hotter than those furthest from the equator. Use atlases to look at the difference in temperature and climate between the UK and Brazil e.g.



Discuss seasonal differences – is Brazil the same all year round or does it also get colder in winter? Introduce the idea of altitude – higher parts of the UK and Brazil will also be colder than the rest of the countries.

This could be linked to learning about what foods grow in each country e.g. apples and pears in UK, pineapple and passion fruit in Brazil.

*Lesson 2 could also be extended and linked to learning in science (Living things and their habitats) teaching children about the different animals that live in the Amazon Rainforest, compared to those that can be found in the Peak District or rural UK, for example)*

**Lesson 3: What is city life like in Brazil? How is this the same/different from city life in the UK?**

Use Google Earth to zoom in to a large city in Brazil – e.g. Rio de Janeiro. Start with an aerial view and discuss human/physical features e.g. beaches, mountains, rivers. Then use Street Maps view – what do children see? What human features? What physical features? Children could explore Rio using Google maps Street View on lap tops, recording the human/physical features they see as they ‘walk’ around the city. Discuss – how is it the same/different from living in Derby? What are the main rivers in Rio? What is the main river in Derby?

It would be helpful to show children the contrast between the slum (or Favela) areas in Rio e.g. Rocinha and the wealthier areas like Leblon. Discuss – what do they think Derby is like? Does Derby have wealthier areas? If they were to show someone from Brazil around Derby, which parts would they like to show them?

Children could complete simple comparison table Rio to Derby e.g. Same/Different columns.

**Lesson 4: What is rural life like in Brazil?**

Show children Google Maps aerial view of a small village in Brazil e.g. Ronda Alta (<https://www.google.com/maps/@-27.7780688,-52.8142365,3a,75y,270.62h,79.74t/data=!3m6!1e1!3m4!1sPooatfpIEpg5wzJClGijZg!2e0!7i13312!8i6656>).

Discuss any human or physical features that can be seen before zooming in. What is the difference between here and Rio (e.g. smaller buildings, further apart, dirt roads instead of paved roads etc.) Compare this to Google maps views of a small village near Derby e.g. Egginton. Again, revisit human and physical features – what is the same/different? E.g. building materials, vegetation etc.

Children to record their responses to what they have learned e.g. what they liked/disliked about urban or rural living in Brazil. Compare to Derby.

**Lesson 5: Cultural study of Brazil**

**Children to learn about cultural aspects of Brazil, which could include:**

- Learning some simple Portuguese words
- Making and tasting some Brazilian food e.g. <https://multiculturalkidblogs.com/2013/12/01/3-brazilian-treats-the-piri-piri-lexicon-multicultural-meal-plan-mondays/>

- when learning about biomes and vegetation belts, to visit a woodland to study the trees, plants and animals, as an ecosystem

**Fieldwork Techniques**

- taking digital photos and annotating them with labels or captions
- making digital audio recordings for a specific purpose (e.g. traffic noise)
- making models, annotated drawings and field sketches to record observations
- drawing freehand maps of routes (e.g. of a walk to a site in the local area)

**Expected Fieldwork Trip:**

<https://letsgopeakdistrict.co.uk/kids-walk-padley-gorge/> or alternative Peak District walk.

**Suggested Lesson Sequence**

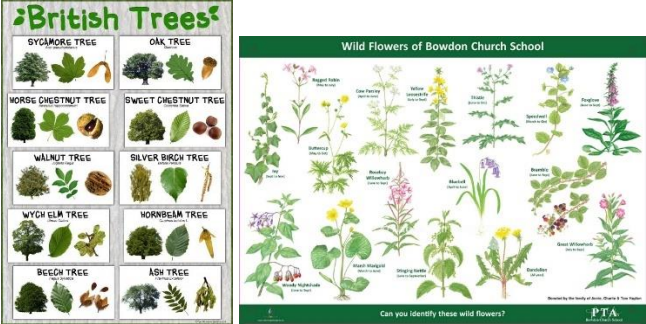
**Lessons 1-3: Padley Gorge walk.**

- Provide all children with a printed copy of the walk map and written directions (on One Drive in LKS2 folder). Just before the visit (or on the coach?) look at the map with the children – what are the human and physical features they expect to see? How do they know? Will the terrain be steep or flat? Explain the contour lines show it will be steep in places.
- During the walk provide children (1 between 2) with compasses – which direction are we walking in now? What direction would we need to walk in if we wanted to go to Granby Wood? The Stone Circle? Etc
- Children should make sketches of leaves of different trees to help them identify the trees when back at school, children should also take digital photographs of different plants, flowers, birds etc
- Children should take audio recordings of bird song, to help them identify the birds heard when back at school.

**Lesson 4: Follow up from fieldtrip**

**Children to complete in their books (could be carried out as a carousel, 20 mins at each activity):**

- Draw a simple sketch map of the route taken
- Identify and record trees and plants (including moss, fungi and lichen) seen e.g. using identification tables and comparing to sketches made/photographs taken during visit



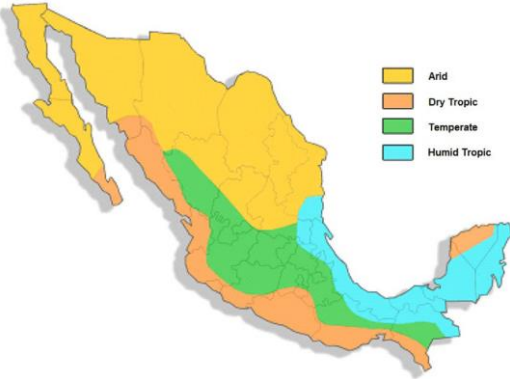
- Listen to any audio recordings made of bird song – can they identify the birds found? <https://www.rspb.org.uk/birds-and-wildlife/bird-songs/what-bird-is-that/>

**Lesson 5 (Biomes of UK, Italian Coast and Amazon)**

Introduce the term ‘biome’ with the following BBC Bitesize video <https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/zvsp92p>

Show Digimaps view of UK and select Overlays – World Physical Geography – WWF World Biomes (other biome world maps are available to print if preferred). Show children how to use the key to work out what biome the UK is in (and the biome of Padley Gorge). Ask them to describe the UK biome – what is it like in summer? In winter? Explain that the UK is, overall, a woodland biome these are habitats where the main plants found are trees, but mosses, ferns and lichen can also be found. The climate is warm and mild, with more rain falling in the winter than the summer.

Then give children a blank map of Mexico, using an atlas or printed climate map they should draw on and colour the different climate zones of Mexico, and create a key to explain the colours e.g:



[https://www.researchgate.net/figure/Main-climatic-regions-in-Mexico-Vidal-Zepeda-2005-Sevicio-Meteorologico-Nacional\\_fig1\\_305828611](https://www.researchgate.net/figure/Main-climatic-regions-in-Mexico-Vidal-Zepeda-2005-Sevicio-Meteorologico-Nacional_fig1_305828611)

*Note: Children should add the localities studied in this unit (Tijuana, Mexico City, Chiapas, Lacandon and Taxco) to their map of Mexico as they learn about each one – this will help to provide contextual information about the climate in each area.*

**Lesson 2 and 3 – Settlement recap and Capital City focus**

Show video to recap types of settlement (<https://www.bbc.co.uk/bitesize/topics/zx72pv4/articles/zrbvjhv>) and explain that over the next few lessons you will look at different types of settlement within Mexico.

Today you will learn about Mexico City, which is the capital city of Mexico (recap, what are capital cities? What are the capital cities of the countries of the UK? Of children’s home countries if they were born outside of England?). Explain that children will be comparing Mexico City to London and Paris, and that these are the capital cities of England and France. Show video ‘An Introduction to Mexico City’ <https://www.bbc.co.uk/programmes/p0113tw4>

Explain that although Mexico City is flat, it is very high – it is built on a mountain plateau. Show the animation at <https://svs.gsfc.nasa.gov/324> to demonstrate this. Show Mexico City using Digimaps, and add the mountain ranges and volcano overlays. Explain that Mexico City is surrounded by both.

Introduce Google Earth and show children how to search for Mexico City. Show them how to zoom in and out, use ‘Street View’ and then use the 2D button to return to an aerial view. Children should then use Google maps to search for:

- A museum
- A park
- A stadium
- An airport

Children should the use a range of resources (e.g. Digimaps, books, atlases, Google Earth, Google image search etc) to complete a comparison table, comparing the human and physical geography of Mexico City, London and Paris to include:

- Terrain
- Major rivers
- Climate zone/weather
- Parks
- Airports
- Human landmarks e.g. monuments

Plenary – class discussion – what are the similarities and differences? Which city would they most like to live in and why?

**Lesson 4 and 5 – Town and Village life in Mexico**



- Learning to dance Samba! E.g. <https://www.youtube.com/watch?v=3et6GC7pFXA> or <https://www.youtube.com/watch?v=q-Q6p2rwu1o> (needs pom poms) or <https://www.youtube.com/watch?v=XCYw-6-Tzso> (better for Year 2)
- Learning about the Rio Carnival

**Lesson 6: Assessment/Consolidation Lesson**

Options for activities include:

**Brazil Fact File/Poster**

- Children put together a leaflet or poster to show what they have learned about Brazil.

**Debate Teams**

- Children work in groups of 4, each taking a different stance, and have to persuade each other that it would be better to live in rural Brazil, urban Brazil, rural UK or Urban UK.

**Year 1: Create a Travel Agents role play area with the children**

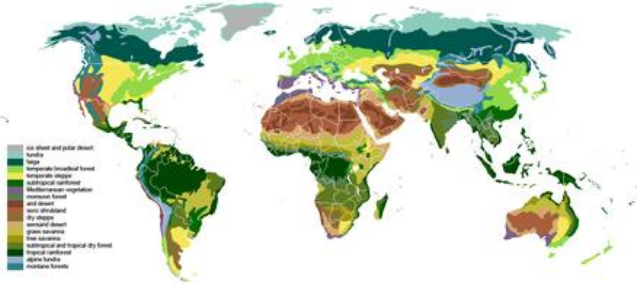
- Children to create posters advertising Brazil or UK, ‘Travel agents’ to advise ‘customers’ on why they should/should not visit Brazil for their holiday.

**Key Vocabulary:**

Tier 1	Tier 2	Tier 3
Same	Temperature	Atlas
Different	Urban	Globe
Hot	Rural	Human
Cold	Cultural	Physical
River	Coast	Country
Building		Continent
Road		Town
Hill		Village
Mountain		City
		Countryside
		Equator
		Vegetation

**Golden Nuggets:**

1. Children should be able to locate Brazil on a world map
2. Children should know that Brazil is hotter than the UK because it is near the equator



Now zoom out to show the whole of Europe on the screen – can anyone show you where Italy is? Point out the shape of the country is a boot! What is the biome here? Explain and make notes on working wall to describe features of a Mediterranean biome.

Then zoom out further and adjust the screen so that South America can also be seen. Ask the children if anyone can tell you where Brazil is (they should know from KS1 topic Rio de Vida). Focus on the Amazonas region of South America- what is the biome here? Digimaps will call it ‘Tropical Moist Forest’, explain that this is a Tropical Rainforest biome and explain its features.

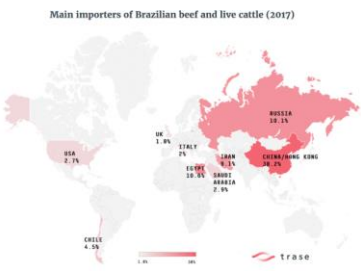
Children should then take part in a carousel of activities about each location/biome, collecting information about each (this could be done in the form of a ‘passport’ as used in KS1 – see Land Ahoy). Information collected should include:

- Name of area (Peak District, UK; Naples, Italy; Amazon Rainforest)
- Continent
- Biome
- Weather (in winter and summer if different)
- 3 or 4 animals that can be found in this biome
- 3 or 4 food plants that can be grown in this biome (e.g. lemons and oranges in Italy, strawberries and blackberries in UK, cacao and passion fruit from the Amazon)

**Lesson 6: Focus on impact of human activity (deforestation to create farm land) on the Amazon Rainforest and World trade - exports and imports.**

Show children the world map at <https://www.globalforestwatch.org/map/>. Explain that this is a story map as it shows information over time – it tells a story about what is happening. Press the play icon to visually show deforestation of the Amazon Rainforest per year since 2001. Ask children why they think people are cutting down the trees (misconceptions might include using wood to make paper, or as fuel to burn). Explain that farming is the main reason (<https://www.worldwildlife.org/magazine/issues/summer-2018/articles/what-are-the-biggest-drivers-of-tropical-deforestation>). Particularly farming cows, and growing soy to feed cows. Explain that it is not only people who live in South America who eat this beef or use this animal feed -explain that much of it is exported across the world (explain terms import and export).

Show a map demonstrating where Brazilian beef is exported to – which countries import it e.g. <https://chinadialogue.net/en/food/11657-rising-beef-demand-linked-to-amazon-deforestation-2/>.



Model using a ruler to add arrows on a blank world map showing which countries import Brazilian beef (could use Scribble maps for this <https://www.scribblemaps.com/create> - if using this resource it would be good to

Recap settlements – what can children remember from the video last lesson? If needed remind them about cities, towns and villages using BBC Bitesize video clip. <https://www.bbc.co.uk/bitesize/topics/zx72pv4/articles/zrbvjhv>

Today children will learn how life in Mexican villages and towns is different from that in the main cities.

Show BBC video clips:

- Town and Village Life in Mexico: <https://www.bbc.co.uk/programmes/p0115hm6>
- Mayan Population of the Lacandon Rainforest <https://www.bbc.co.uk/programmes/p0113y2b>

Give children time to explore Lacandon, Chiapas and Taxco (mentioned in the BBC clips) using Google Earth. Discuss as a class- how are these areas the same/different from each other? From Mexico City? Talk about human and physical aspects of geography. Ensure children understand the phrase ‘subsistence farming’ and briefly discuss why this way of life has less impact on the environment.

Children should have 5 mins to role play in pairs- with one child imagining they live in Chiapas or the Lacandon Forest and the other imagining they live in Taxco. They should ask each other about their daily life, transport, food, jobs, schooling etc.

Children should then complete one of the following activities to show what they have learned:

- Diary entry – day in the life of a Lacadonys child or day in the life of a child living in Taxco
- Create an advert to sell a house in Chiapas or Taxco, listing the benefits of living in that area, and why it is better that living elsewhere

**Lesson 6 – Natural resources**

Introduce/recap phrase ‘natural resources’ using video <https://www.bbc.co.uk/bitesize/topics/zshp34j/articles/z62qy9q>. Can children remember the three types of natural resources? Agricultural, geological and renewable. Ask children to work in pairs or small groups to make a mind map of any natural resources they can think of that come under these three headings. Explain that the children are going to learn about the natural resources of Mexico today – the children will watch some videos about Mexico and they should make a note of any natural resources that are found in Mexico. They should try to make a note of them under the headings agricultural or geological.

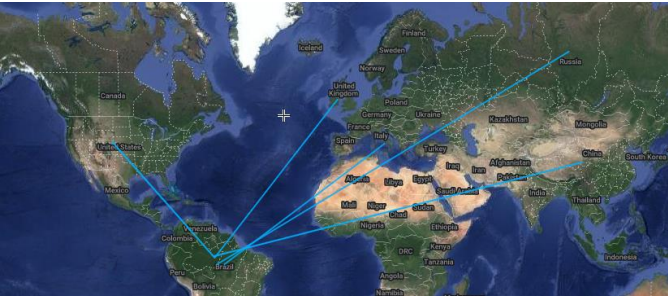
Show class the following videos:

- Town and Village Life in Mexico: <https://www.bbc.co.uk/programmes/p0115hm6>
- Impact of Coffee Bean Farming on Mexican Rainforest <https://www.bbc.co.uk/programmes/p01157t2>
- The Key Industries in Mexico <https://www.bbc.co.uk/programmes/p0113nqs>

Ask children to feedback what they have learned and make a note of natural resources found in Mexico for the working wall. Discuss the impact of coffee bean farming on the environment and makes links to the learning about Fairtrade produce in A Child’s War.

Children then create their own picture map with key (could make a Powerpoint presentation) to show what they have learned e.g.

point out the different views of the world map, and how close Russia is to Canada even though on traditional world maps they look far apart) . Model creating a key to show what the lines mean (*note arrows should point in the direction the produce is travelling ie towards the counties importing it*). Children should create their own maps showing the same. Children should then add further lines in different colours (add to key) to show which countries import produce from the UK and Italy e.g. olive oil from Italy goes to UK, USA, Germany, France, Spain, Canada and Japan and cheese from the UK goes to Republic of Ireland, Netherlands, Germany, Denmark and France.



Key Vocabulary:

Tier 1	Tier 2	Tier 3
Weather	Identify	Atlas
Hot	Features	Globe
Cold	Produce	Human
Wet	Temperature	Physical
Dry		Country
Rain		Continent
Sun		Countryside
Forest		Equator
Trees		Vegetation
Moss		Biome
Flowers		Rainforest
Plants		Import
		Export
		Vegetation
		Sketch map
		Story map
		Deforestation
		Woodland
		Temperate
		Mediterranean

Golden Nuggets:

- Children should be able to locate the Amazon, Italy and the UK on a World map
- They should be able to name the biome of each of these places
- They should be able to identify some plants and animals that live in each of these places.



Lesson 7: Focus on Industries and Tijuana

Introduce lesson by recapping primary, secondary and tertiary industries and linking to employment ( a simple Powerpoint could be made using the information at <https://www.geographyinthenews.org.uk/issues/issue-10/changing-employment/ks2/>).

Show children the BBC video clip Maquiladora Industries of Tijuana: <https://www.bbc.co.uk/programmes/p01150cl>

Discuss with the class and make a class table to show pros and cons of living and working in Tijuana. How would the children feel about living there compared to some of the other area of Mexico they have studied? Consider climate (e.g. Tijuana has a desert climate, whereas Lacandon is Rainforest), topography, access to natural resources like water, availability of work, cost of living etc.

Why do the children think foreign companies want to have their factories in Mexico? (information for teachers can be found at <https://www.cargroup.org/the-move-to-assemble-vehicles-in-mexico-is-about-more-than-low-wages/>)

Children should then choose from a variety of examples of industry maps of Mexico and use them to help create their own industry map e.g.



[https://www.reddit.com/r/MapPorn/comments/behwjo/car\\_manufacturing\\_plants\\_in\\_mexico/](https://www.reddit.com/r/MapPorn/comments/behwjo/car_manufacturing_plants_in_mexico/)



<https://www.co-production.net/mexico-manufacturing-news/production-plant-location-strategy.html>

They could add information to a blank map of Mexico, or use Digimaps to add symbols, images and text.

			<div>Key Vocabulary:</div> <table><tr><th>Tier 1</th><th>Tier 2</th><th>Tier 3</th></tr><tr><td>Map</td><td>Global</td><td>Fairtrade</td></tr><tr><td>Atlas</td><td>Local</td><td>Import</td></tr><tr><td>Globe</td><td>Trade</td><td>Export</td></tr><tr><td>Make</td><td>Producer</td><td>Natural resource</td></tr><tr><td>Grow</td><td>Produce</td><td>Climate</td></tr><tr><td>Money</td><td>Goods</td><td>Primary</td></tr><tr><td>Job</td><td>Technology</td><td>Secondary</td></tr><tr><td>Work</td><td>Transport</td><td>Tertiary</td></tr><tr><td>Weather</td><td>Communication</td><td>Raw materials</td></tr><tr><td>Hot</td><td>Manufactured</td><td>Industry</td></tr><tr><td>Cold</td><td>Wages</td><td>Desert</td></tr><tr><td>Wet</td><td>Conditions</td><td>Rainforest</td></tr><tr><td>Dry</td><td>Employment</td><td>Plateau</td></tr><tr><td>Mountain</td><td>Climate</td><td>Services</td></tr><tr><td>Water</td><td>Crop</td><td>Maquiladora</td></tr><tr><td>Food</td><td>Waste</td><td>Equator</td></tr><tr><td>City</td><td>Environment</td><td>Tropic of Capricorn</td></tr><tr><td>Town</td><td>Developed</td><td>Tropic of Cancer</td></tr><tr><td>Village</td><td>Developing</td><td>Vegetation</td></tr><tr><td></td><td></td><td>Agricultural</td></tr><tr><td></td><td></td><td>Geological</td></tr><tr><td></td><td></td><td>Renewable</td></tr></table> <div>Golden Nuggets:</div> <div><div>1.</div><div>Children should be able to locate Mexico on a world map and name its capital city.</div></div> <div><div>2.</div><div>Children should know that Mexico has a number of climate zones including desert areas and rainforest areas.</div></div> <div><div>3.</div><div>Children should be able to name some of the natural resources of Mexico including silver, oil, coffee beans, corn and cocoa</div></div>	Tier 1	Tier 2	Tier 3	Map	Global	Fairtrade	Atlas	Local	Import	Globe	Trade	Export	Make	Producer	Natural resource	Grow	Produce	Climate	Money	Goods	Primary	Job	Technology	Secondary	Work	Transport	Tertiary	Weather	Communication	Raw materials	Hot	Manufactured	Industry	Cold	Wages	Desert	Wet	Conditions	Rainforest	Dry	Employment	Plateau	Mountain	Climate	Services	Water	Crop	Maquiladora	Food	Waste	Equator	City	Environment	Tropic of Capricorn	Town	Developed	Tropic of Cancer	Village	Developing	Vegetation			Agricultural			Geological			Renewable
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<div>Street Detective</div> <div>Objectives covered: 8,9,10</div> <div>A local scale study of ‘our place’</div> <div>Fieldwork Opportunities</div> <div><div><div></div><div>explore the local area of the school to investigate the range of buildings, roads, green spaces and other local features</div></div><div><div></div><div>visit a park or local green space to observe its physical and human features and investigate how people use and enjoy it</div></div><div><div></div><div>investigate environmental issues (e.g. lack of play facilities, where litter collects, road safety issues) in the school grounds or local area</div></div></div> <div>Fieldwork Techniques</div> <div><div><div></div><div>adding details to a teacher-prepared drawing (e.g. doors, windows and other features to the outline of a house)</div></div><div><div></div><div>making annotated drawings to show variations (e.g. in a row of houses in a local street)</div></div><div><div></div><div>drawing a freehand map (e.g. of the school grounds, local street or park)</div></div><div><div></div><div>relating a large-scale plan (e.g. of the school grounds or a local street) to the environment, identifying known features</div></div><div><div></div><div>marking information on a large-scale plan (e.g. of the school grounds or a local street) using colour or symbols to record observations</div></div><div><div></div><div>using a simple compass and cardinal compass directions (north, south, west, east)</div></div><div><div></div><div>collecting quantitative data (e.g. to create a pictogram of favourite places to play or how pupils travel to school)</div></div></div>	<div>Playlist</div> <div>Objectives covered: 2,6,7,9</div> <div>Maps</div> <div>Creating ‘story maps’ to show levels of noise pollution in the local area.</div> <div>Fieldwork Opportunities</div> <div><div><div></div><div>when learning about land use, to investigate local buildings, land use, and local facilities and explore issues of environmental quality</div></div></div> <div>Fieldwork Techniques</div> <div><div><div></div><div>recording selected geographical information on a map or large-scale plan, using colour or symbols and a key</div></div><div><div></div><div>making digital audio recordings for a specific purpose (e.g. traffic noise)</div></div></div> <div>Expected Fieldtrip</div> <div><div><div></div><div>Local area traffic noise survey</div></div></div> <div>Suggested Sequence of Lessons</div> <div>Lesson 1</div> <div>Watch video <a href="https://www.youtube.com/watch?v=onpott7jpCE">https://www.youtube.com/watch?v=onpott7jpCE</a> (alternative video at <a href="https://www.dailymotion.com/video/x7rtj91">https://www.dailymotion.com/video/x7rtj91</a>) (able writers could take notes) – ask children to discuss in pairs/small groups – what are some of the sources of noise pollution mentioned or shown in the video? Can children think of any others to add? Class feedback to teacher – make notes for working wall. Now ask children to discuss and then feedback – what are some of the effects of noise pollution? Have the children ever experienced noise pollution where they live? How did it affect them? Reiterate that most forms of noise pollution come from human features of geography e.g. roads, railways, airports, music, firework etc. Physical features e.g. rivers, mountains, forests tent to be tranquil.</div>	<div>Frozen Kingdom</div> <div>Objectives covered: 1, 4, 5, 6, 7, 8, 9</div> <div>Exploring Shakleton’s Antarctica</div> <div>All lesson plans and resources for this unit can be found on the One Drive: Curriculum Planning &gt; Subject Resources and Planning Support &gt; Geography &gt; UKS2 &gt; Frozen Kingdom</div> <div>and also at the Royal Geographical Society website at: <a href="https://www.rgs.org/schools/teaching-resources/exploring-shackleton%E2%80%99s-antarctica/">https://www.rgs.org/schools/teaching-resources/exploring-shackleton%E2%80%99s-antarctica/</a></div> <div>Lesson 1:</div> <div><div><div></div><div>Locational Knowledge: Antarctica’s place on the Earth and on a map, position and significance of latitude</div></div><div><div></div><div>Place Knowledge: Polar Regions, Antarctica’s size, makeup and surrounding oceans</div></div><div><div></div><div>Physical Geography: Antarctica as a polar region, seasonal/geographical variations in time, Different forms of land and terrain</div></div></div> <div>Lesson 2:</div> <div><div><div></div><div>Place Knowledge: Of Antarctic ice types and fauna</div></div><div><div></div><div>Geographical Skills and fieldwork: Longitude and Latitude and visual understanding of Polar Landscapes via photographic analysis</div></div><div><div></div><div>Physical Geography: Visual Identification of features of Antarctic geomorphology</div></div></div> <div>Lesson 3:</div> <div><div><div></div><div>Physical geography: hot and cold climate zones and the influence of the earth’s orbit on climate zones</div></div><div><div></div><div>Geographical skills and fieldwork: Using different secondary data sources for geographical investigation</div></div></div>																																																																						



- using a questionnaire (e.g. to find out the most popular options for improving playtimes)
- taking digital photos (e.g. of buildings in the locality, things seen on a bus journey)

**Suggested Sequence of Lessons**

**Lessons 1-3 Our Playground Investigation**

- Children create their own maps of the playground, adding in symbols to show location of key features e.g. climbing wall, reading shed, gates, doors to school buildings. Younger/less able children may start with an outline map and add key features. Year 2 should add a Key.
- Children should practice following compass directions, using a compass (Year 2) or left/right/forwards/backwards directions (Year 1) to locate clues or hidden objects around the playground.
- Children should create a simple survey to find out what the most and least popular areas of the playground are (e.g. asking their peers and completing a pictogram/tally chart). Year 2 could create a questionnaire – including how should the playground be improved?

**Lessons 4-6 Our Area Litter Investigation**

- Children should use Digimaps with the teacher and plan a route around the local area and to a local park for a fieldtrip. What human and physical features do they think they will see? Do they recognise any features from the map? Can they see where the nearby parks are?
- Children should follow the route to the local park – where does litter collect? They should take digital photographs of key features (e.g. street signs, bus stops, local shops, bins and also litter hotspots.)
- While at the park they should record – how do people use the space? What are the key human and physical features? Is the park cared for? How could it be improved?
- When back in school children should work in groups to add their photographs to a large-scale plan of the route. *This should be linked to learning in DT – where will the best places be to put our street signs to stop people from littering/leaving dog mess?*
- Children could write a simple recount to record what they have found out in their local area investigation.

**Key Vocabulary:**

Tier 1	Tier 2	Tier 3
Map	Symbol	Key
Up	Record	North
Down	Route	South
Near	Features	East
Far	Location	West
	Litter	Left
	Pollution	Right
	Traffic	Human
		Physical
		Pictogram
		Tally Chart
		Compass

**Golden Nuggets:**

1. Year 1 should be able to use up, down, left, right to describe position.  
Year 2 should be able to use North, South, East, West to describe position
2. Children should be able to name some key physical features in the local area e.g. shop, road, school, church etc

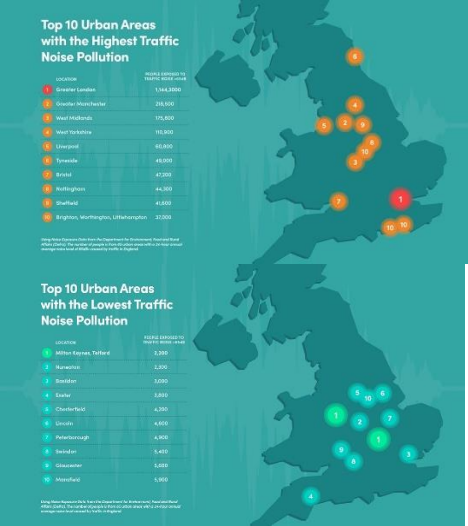
ARE classes could also watch <https://www.bbc.co.uk/newsround/44668519> - what are the sources of noise pollution in the sea and how does it affect marine animals?

In books children record sources of noise pollution and effects (NtE could draw images).

**Lesson 2: Mapping noise pollution in the UK**

Show children an online map which show levels of noise pollution from traffic around England (e.g. <http://www.extrium.co.uk/noiseviewer.html>). Zoom in to Derby, zoom in further to the city centre – can they see Firs Primary on the map? Which are the noisiest roads near the school? Near where they live? – what do they notice? (e.g. noisiest areas tend to be biggest cities – more busy roads, nearer airports etc).

Show children the following maps from <https://www.vehiclecontracts.co.uk/blog/could-evs-solve-the-uks-noise-pollution-problem/>. Explain these maps show the areas where the most and least people are affected by traffic noise across England. Children should then use Digimaps (or for less able pupils, a blank paper map of the UK) to locate and identify the locations shown, and then add symbols and information to create their own noise map of England - showing the information from these maps of the most and least noisy towns/cities in UK for traffic noise (to be printed and added to books once complete). See below for example:



**Digimaps example:**



Extension activity or additional lesson: Ask children to record the place names mapped alongside a four digit grid reference in their books.

**Lesson 3 - 5 Mapping noise pollution in the local area and school grounds:**

With the children use 'Digimaps for Schools' to plan a route around the local area, identifying around 5-6 locations to visit to monitor road traffic noise in each e.g. school playground, park, Abbey Street, Burton Road etc. Use the 'Shapes' icon to add markers e.g. triangle, to the locations where you will monitor traffic noise. At this point add a grid references overlay to the Digimap and remind the children how to read the grid references for the identified locations.

Children should then visit the identified locations and record in a simple table the traffic noise levels that can be heard in each place using a Sound Level Meter. When they return to school they should use Digimaps to find the 4 digit grid references for each location. In their books they should create a table to write up their findings including: Name of location, grid reference, noise level in decibels

- Place Knowledge: Antarctica and its specific physical geography

**Lesson 4**

- Physical Geography: Antarctica's mountainous terrain, oceans and their effects and influences upon the expedition
- Geographical Skills and Fieldwork: Mapping, graphing and data presentation, four and six figure grid references
- Locational Knowledge: Understanding of route taking by Endurance Expedition

**Lesson 5:**

- Geographical skills and Fieldwork: Mapping skills combined with grid references
- Physical Geography: Interactions between physical geography and everyday life, Physical features of Earth's orbit and its effects upon the weather and expedition

**Lesson 6**

- Human Geography: Trade links, settlements and distribution of natural resources
- Place knowledge: London, Buenos Aires, South Georgia and Elephant Island.

**Key Vocabulary:**

Tier 1	Tier 2	Tier 3
Ocean	Landscape	Continent
Hot	Terrain	Landmass
Cold	Seasonal	Ice sheet
Mountain	Route	North Pole
Volcano	Expedition	South Pole
Weather	Climate	Antarctica
Day	Zone	Polar
Night		Latitude
Map		Longitude
		Time zone
		Glacier
		Pack ice
		Antarctic Circle
		Grid reference
		Tourist
		Scientific

**Golden Nuggets:**

4. Children should be able to locate the Antarctic on a world map
5. They should be able to describe the climate zone and physical geography of the Arctic
6. Children should be able to identify and name lines of latitude and longitude.



		<p>(Db). They should write a summary of their findings including which locations had the highest/lowest noise levels.</p> <p><b>Lesson 6: How can we reduce noise pollution?</b></p> <p>Ask children to discuss – have they ever been affected by noise pollution e.g loud music or TV from neighbours, cars beeping horns, revving of engines, dogs barking loudly in the night, fireworks etc? How did it feel? What was the effect on them? E.g. kept them awake, made them anxious, made it hard to concentrate. What could people do to make sure they don't create noise pollution for others? Children should then create information posters about noise pollution, its effects and what can be done to reduce it.</p> <p><b>Key Vocabulary:</b></p> <table><tr><th>Tier 1</th><th>Tier 2</th><th>Tier 3</th></tr><tr><td>Noise</td><td>Features</td><td>Human</td></tr><tr><td>Sound</td><td>Pollution</td><td>Physical</td></tr><tr><td>Map</td><td>Cause</td><td>Grid reference</td></tr><tr><td>Loud</td><td>Effect</td><td>Decibel</td></tr><tr><td>Quiet</td><td>Prevent</td><td>Sound meter</td></tr><tr><td>Road</td><td>Location</td><td>Table</td></tr><tr><td>Rail</td><td>Traffic</td><td></td></tr><tr><td>Train</td><td>Tranquil</td><td></td></tr><tr><td>Airport</td><td>Record</td><td></td></tr><tr><td>Plane</td><td></td><td></td></tr><tr><td>Health</td><td></td><td></td></tr><tr><td>Stress</td><td></td><td></td></tr></table> <p><b>Golden Nuggets:</b></p> <ol style="list-style-type: none"><li>Children should be able to name some human features that cause noise pollution inc. roads, railways, airports.</li><li>Children should be able to name some large cities in England which have lots of noise pollution from traffic (inc. London, Manchester, Sheffield, Bristol, Nottingham and Liverpool)</li></ol>	Tier 1	Tier 2	Tier 3	Noise	Features	Human	Sound	Pollution	Physical	Map	Cause	Grid reference	Loud	Effect	Decibel	Quiet	Prevent	Sound meter	Road	Location	Table	Rail	Traffic		Train	Tranquil		Airport	Record		Plane			Health			Stress			
Tier 1	Tier 2	Tier 3																																								
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Train	Tranquil																																									
Airport	Record																																									
Plane																																										
Health																																										
Stress																																										

**Land Ahoy**

**Objectives covered:** 1, 2, 7

**Globes and atlases: continents and oceans, familiarising through games and quick activities. North and South Poles, continents and oceans.**

**Suggested Sequence of Lessons**

**Lesson 1: Seas of the United Kingdom**

Use this wordwall activity as a pre-unit task to see if children know the location of any of the seas of the UK, or if they can work it out?

<https://wordwall.net/resource/206737/geography/seas-around-the-uk>

Reveal the correct answers, children then write the names of the seas on a map of the UK in their books (provide word banks if needed).

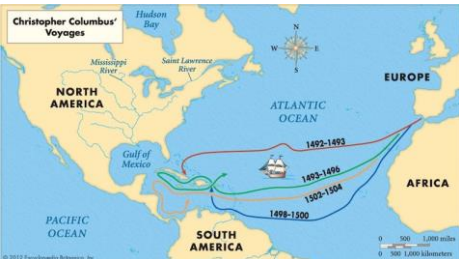
As a class or in groups play ‘pin the sea on the map’. Names of the seas should be written on slips of paper. Children take it in turns to try, blindfolded, to put the name of each sea in the correct place – their classmates can call out directions to help (Year 1 use: up, down, left, right and Year 2 use: north, south, east and west). Return to pre-unit task – can children accurately name and locate the seas of the UK?

**Lessons 2-4: Continents Focus**

- Show video: <https://www.youtube.com/watch?v=Wg-pFtvsymo> which explains continents, oceans, north/south pole and equator. Link to prior learning in Rio de Vida about the equator. What continent was Brazil in? Which ocean is it near?
- Show Continents video/song <https://www.youtube.com/watch?v=K6DSMZ8b3LE> (others are available!). Reiterate that Oceania is sometimes called Australasia. Australia is in fact one of the countries in Australasia. Start each lesson in this group of lessons with your chosen continents song to support retention.
- Provide children with a blank ‘passport’ to complete with information about each continent as they take part in carousel activities about each continent. E.g. Continents passport on One Drive
- Plan 7 carousel activities to help children learn about each of the continents over the three lessons (with children completing either 2 or 3 activities per lesson). (ideas can be found at <http://www.coreknowledge.org.uk/resources/Year%201-%20Geography-%20The%20Seven%20Continents.pdf>)
- Learning stations should include atlases, world maps or globes which show where the continent is, information about the weather, some countries in the continent and some facts about the continent.
- Year 1 – Travel Agents Role play could be adapted to include continents information/posters etc and could form one of the carousel stations. Alternatively, the Travel Agent could feature holidays to a different continent each week.

**Lessons 5 and 6: Oceans of the World – To include mapping the routes of Christopher Columbus and other explorers**

- Play BBC Teach video again (<https://www.youtube.com/watch?app=desktop&v=Wg-pFtvsymo>) to recap ocean names. Show where each ocean is on a globe and also on a world map.
- Play Oceans of the World song <https://www.youtube.com/watch?v=X6BE4VcYngQ>. Ask children quiz questions about each ocean – which is deepest? Warmest? Largest? Shallowest? Which ocean has the Bermuda Triangle? etc
- Children to add names of oceans to world map and then plot the routes taken by different explorers onto the map e.g. <https://www.twinkl.co.uk/resource/t-g-234-differentiated-mapping-our-oceans-activity-sheet>



**Darwin's Delights**

**Objectives covered:** 1, 2, 3, 5, 6, 7, 9

This unit builds on the children's learning about rivers in LKS2 and provides the opportunity to study river systems in more depth.

**Fieldwork Opportunities**

- when learning about rivers, to visit a local stream or river to investigate its physical features (e.g. meanders, sites of erosion and deposition) and its use by people now and in the past

**Fieldwork Techniques**

- recording selected geographical data on a map or large-scale plan, using colour or symbols and a key
- using standard field sampling techniques appropriately (e.g. taking water samples from a stream)
- collecting, analysing and presenting quantitative data in charts and graphs

**Suggested Fieldwork Trip:**

River Derwent walk e.g. <http://www.derbyshire-peakdistrict.co.uk/derbyderwentriverwalkroute1.htm> OR Pond dipping at Markeaton Park, and following course of the stream through the park from Markeaton Lane, through the lake, and then following it back towards school along the Britania Mill route and to its end near Agard Street:

All lesson plans and resources for this module can be found on the One Drive.

**Lesson 1: Journey of a River**

In this lesson, pupils will understand how rivers are formed. In outlining a model of a river system, pupils will understand that the features of a river and the surrounding landscape change from source to mouth. Using photographs and interactives, pupils will learn that the upper course of a river is characterised by steep land, turbulent water and V shaped river valleys. In the middle course, land is flatter and rivers widen and begin to meander. Looking in more depth at key physical processes, pupils will gain an understanding of erosion, transportation and deposition and the role these processes play in shaping the river. The formation of oxbow lakes will also be discussed. Finally, pupils will learn that, in the lower course, rivers are often at their widest and have the potential to form deltas.

**Lesson 2: Flooding**

In lesson two, pupils will understand the theory of flooding; why and how rivers succumb to overbank flow. Rivers flood for many reasons: in response to heavy or prolonged rainfall, due to the topography of the landscape, and morphology of rocks and soils. Human activity also plays its part; with growing urbanisation often comes an increased likelihood of flooding. By examining a case study of flood events in the UK, the 2007 floods in Gloucestershire in which the River Severn and River Avon burst their banks, pupils will also recognise that flooding has both an immediate impact on the physical environment, but also significantly impacts the surrounding community.

**Lesson 3: The River Thames**

Pupils will begin by locating the UK's major rivers before studying, in detail, the River Thames, which is the UK's second longest river. From its source on the outskirts of the village of Kemble at Thames Head in Gloucestershire, the River Thames flows through 346 km of South East England, before joining the North Sea, at its mouth at the Thames Estuary in Essex. This lesson will investigate the characteristics of the river and its surrounding landscape. It will also highlight the changing nature of human interaction with the river. Pupils will also understand why the River Thames is liable to flooding and the measures put in place to avert a major incident.

**Lesson 4: Mapping the River Thames**

In the fourth lesson, the River Thames will again be the focus of geographical enquiry. Pupils will use three Ordnance Survey map extracts to investigate the features of the river and surrounding landscape; both rural and urban. They will gain an understanding of how topography is shown on a map. In a mapping task, pupils will learn the significance of keys, contour lines, four figure and six figure





- Children could use the ‘Pirate Bunnies BBC Bitesize game to consolidate and practice what they have learned about the continents and oceans in this topic: <https://www.bbc.co.uk/games/embed/education-ivor-pirate-rabbits?exitGameUrl=https%3A%2F%2Fbbc.co.uk%2Fbitesize%2Farticles%2Fz6vyf4j>
- Older and more able readers could research each ocean, and create a fact file for each one, or work in groups to create a group fact file. Information can be found at <https://www.kids-world-travel-guide.com/ocean-facts-for-kids.html>

Key Vocabulary:

Tier 1	Tier 2	Tier 3	
Map	Route	North	North
Up	Location	South	America
Down		East	South
Land		West	America
Water		Left	Asia
		Right	Europe
		Compass	Oceania/ Australasia
		Sea	Antarctica
		Ocean	Africa
		Continent	Pacific
		Globe	Atlantic
		Atlas	Indian
			Southern
			Arctic
			English
			Channel
			Irish Sea
			North Sea
			Celtic Sea

Golden Nuggets:

- Children should know the names of the worlds continents and be able to locate them on an atlas or world map.
- Children should know the names of the worlds oceans and be able to locate them on a map
- Children should know the names of the UK’s seas and be able to locate them on a map of the UK.

grid references, grid squares, distance, scale and direction as they answer questions and interrogate evidence.

Lesson 5: Waterfalls

Waterfalls are arguably the most impressive of the all features of a river. Pupils will understand how waterfalls are formed and their key characteristics. Three different waterfalls will then be located and investigated. Firstly the Niagara Falls in North America, which is not one, but in fact three different waterfalls; situated on the Niagara River flowing north from Lake Erie in the United States to Lake Ontario in Canada. Secondly, the Angel Falls in South America, located in Canaima National Park, Venezuela. The Angel Falls, at 979 metres high, is the highest uninterrupted waterfall in the world. Finally, Gaping Gill in North Yorkshire, at 100 metres is England’s highest uninterrupted waterfall. The uses made of these waterfalls from hydroelectric power to tourism will also be investigated.

Lesson 6: Fieldtrip

Prior to the fieldtrip, teachers should print a map of the route/area from Digimaps so that pupils can take their own copies in order to mark relevant information on their maps as they go. E.g.



River fieldtrip activities and health and safety guidance can be found in the River Studies Fieldwork booklet saved in the unit One Drive folder:

Curriculum Planning > Subject Resources and Planning Support > Geography > UKS2 > Darwin's Delights > River Fieldtrip

Teachers should choose **at least** one of the following activities from the booklet to carry out with pupils:

- What Lives in the River?**
- What Does the River Look Like?**
- How Wide is the River?**
- How Deep is the River?**
- How Fast is the River Flowing?**
- How does the Sediment Size Change From Side to Side?**
- How Clear is the River Water?**

Key Vocabulary:

Tier 1	Tier 2	Tier 3
River	Flood	Source
Waterfall	Flow	Mouth
Deep	Steep	Upper Course
Shallow	Valley	Middle Course
Flat	Turbulent	Lower Course
Rainfall	Bank (river)	Erosion
Rock	Overflow	Transportation
Soil	Landscape	Deposition
Distance	Rural	Meander
Map	Urban	Oxbow lake
		Delta
		Topography
		Morphology
		Contour lines
		Grid references
		Ordnance Survey
		Scale
		Hydroelectric
		Tourism

[illegible]



<p><u>Map knowledge</u></p> <p>Use a simple hand drawn map to locate features around the classroom/playground.</p> <p><u>Making maps</u></p> <p>Contribute to group ‘story maps’ based on a class text e.g. Bear Hunt, drawing symbols to represent key locations in the story.</p>	<p>Use directional language such as near and far, up and down, left and right, forwards and backwards</p> <p><u>Map knowledge</u></p> <p>Use world maps to identify the UK in its position in the world.</p> <p>Use maps to locate the four countries and capital cities of UK and its surrounding seas</p> <p><u>Making maps</u></p> <p>Draw basic maps, including appropriate symbols and pictures to represent places or features</p> <p>Use photographs and maps to identify features</p>	<p>perspectives to recognise landmarks and basic human and physical features</p> <p><u>Map knowledge</u></p> <p>Locate and name on a world map and globe the seven continents and five oceans.</p> <p>Locate on a globe and world map the hot and cold areas of the world including the Equator and the North and South Poles</p> <p><u>Making maps</u></p> <p>Draw or make a map of real or imaginary places (e.g. add detail to a sketch map from aerial photograph)</p> <p>Use and construct basic symbols in a key</p>	<p>Begin to match boundaries (e.g. find same boundary of a country on different scale maps)</p> <p>Use 4 figure compasses, and letter/number co-ordinates to identify features on a map</p> <p><u>Map knowledge</u></p> <p>Locate the UK on a variety of different scale maps</p> <p>Name &amp; locate the counties and cities of the UK</p> <p><u>Making maps</u></p> <p>Try to make a map of a short route experiences, with features in current order</p> <p>Create a simple scale drawing</p> <p>Use standard symbols, and understand the importance of a key</p>	<p>Identify features on an aerial photograph, digital or computer map</p> <p>Begin to use 8 figure compass and four figure grid references to identify features on a map</p> <p><u>Map knowledge</u></p> <p>Locate Europe on a large-scale map or globe,</p> <p>Name and locate countries in Europe (including Russia) and their capitals cities</p> <p><u>Making maps</u></p> <p>Recognise and use OS map symbols, including completion of a key and understanding why it is important</p> <p>Draw a sketch map from a high viewpoint</p>	<p>information (e.g. temperature)</p> <p>Find and recognise places on maps of different scales</p> <p>Use 8 figure compasses, begin to use 6 figure grid references.</p> <p><u>Map knowledge</u></p> <p>Locate the world’s countries, focus on North &amp; South America</p> <p>Identify the position and significance of lines of longitude &amp; latitude</p> <p><u>Making maps</u></p> <p>Draw a variety of thematic maps based on their own data</p> <p>Draw a sketch map using symbols and a key,</p> <p>Use and recognise OS map symbols regularly</p>	<p>other places</p> <p>Use 8 figure compass and 6 figure grid reference accurately</p> <p>Use lines of longitude and latitude on maps</p> <p>Map knowledge</p> <p>Locate the world’s countries on a variety of maps, including the areas studied throughout the Key Stages</p> <p><u>Making maps</u></p> <p>Draw plans of increasing complexity</p> <p>Begin to use and recognise atlas symbols</p>
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Fieldwork Progression Guidance						
EYFS	KS1	LKS2		UKS2		
EYFS pupils should have plentiful opportunities to freely explore their EYFS setting and outdoor area, and to make visits to places in the immediate vicinity of the school (e.g. local streets, park, shop, church or mosque). They can become familiar with these places through first-hand sensory exploration, observation and talk. They should have opportunities to ask questions and follow their own interests. These early experiences will provide opportunities for language development as pupils name and describe what they see in discussion with peers and adults. Young pupils should be provided with opportunities to: <ul style="list-style-type: none"><li>• explore their setting’s outdoor area, noticing and naming its features (e.g. play equipment, different areas and surfaces, flower beds)</li><li>• experience different weather conditions and their impact on the environment</li></ul>	Pupils in key stage 1 should have a wide range of fieldwork experiences, from free exploration and imaginative engagement with outdoor environments to more structured enquiries, which involve the use of simple techniques to record field data to answer geographical questions. The school grounds and the local area within walking distance of the school provide many opportunities for pupils to plan and conduct simple geographical enquiries that involve fieldwork. Where feasible, pupils should have opportunities to visit a place that is different from the local area. As with younger pupils, key stage 1 fieldwork should involve opportunities for firsthand sensory exploration, observation and discussion with peers and adults. Fieldwork investigations in key stage 1 should be linked to the themes and topics in the Key Stage Curriculum Plan. Fieldwork opportunities should be planned to enhance and enrich pupils’ knowledge and understanding of places and of physical, human and environmental geography.	Pupils in lower key stage 2 should continue to have a wide range of fieldwork experiences, including free exploration and imaginative engagement. They should also undertake structured enquiries that involve the use of specific fieldwork techniques to record data to answer geographical questions. The school grounds and the local area will provide many opportunities for pupils to plan and conduct geographical enquiries that involve fieldwork. In lower key stage 2, pupils should have more opportunities to visit unfamiliar places to extend their knowledge and understanding of the wider world, and to develop and apply their fieldwork skills. As with younger pupils, key stage 2 fieldwork should continue to involve opportunities for first-hand sensory exploration, observation and discussion with peers and adults. Fieldwork investigations in lower key stage 2 should link to the themes and topics in the Key Stage Curriculum Plan. Fieldwork opportunities should enhance and enrich pupils’ knowledge and understanding of places, and of physical, human and environmental geography.		Pupils in upper key stage 2 should continue to have a wide range of fieldwork experiences, including free exploration and imaginative engagement as well as more structured enquiries that involve the use of more specific fieldwork techniques to record field data to answer geographical questions. The school grounds and the local area provide many opportunities for pupils to plan and conduct geographical enquiries that involve fieldwork. Upper key stage 2 pupils should have more opportunities to visit unfamiliar places, including (wherever possible) a residential visit. As with younger pupils, fieldwork should continue to involve opportunities for first-hand sensory exploration, observation, and discussion with peers and adults. Fieldwork investigations in upper key stage 2 should link to the themes and topics in the Key Stage Curriculum Plan. Fieldwork opportunities should be planned to enhance and enrich pupils’ knowledge and understanding of places, and of physical, human and environmental geography.		
	Fieldwork Opportunities	Fieldwork Techniques	Fieldwork Opportunities	Fieldwork Techniques	Fieldwork Opportunities	Fieldwork Techniques
	Pupils in key stage 1 should be provided with opportunities to:  <ul style="list-style-type: none"><li>• investigate the physical and human features of the school and school grounds: naming and describing what they see (e.g. different areas including playground, car park, field, wildlife area) and how these areas are used; routes around the school site, people’s jobs, places that have been/could be improved, and so on</li><li>• investigate different weather conditions through observation and by making and using simple measurement devices (e.g. to record wind direction, to measure rainfall)</li><li>• observe and record seasonal changes (e.g. to flowering plants and deciduous</li></ul>	Pupils should have opportunities to plan and conduct geographical investigations that include fieldwork, and to develop skills in using a range of simple techniques for collecting, analysing and presenting what they learn through fieldwork, including:  <ul style="list-style-type: none"><li>• using small world play, model making, or the classroom role-play area to represent a visited place (e.g. a shop, the library or Health Centre)</li><li>• adding details to a teacher-prepared drawing (e.g. doors, windows and other features to the outline of a house)</li><li>• making annotated drawings to show variations (e.g. in a row of houses in a local street)</li><li>• drawing a freehand map (e.g. of the school grounds, local street or park)</li></ul>	Pupils in lower key stage 2 should be provided with opportunities:  <ul style="list-style-type: none"><li>• to use the school and its grounds as a site for studying aspects of physical and human geography by investigating questions such as ‘Where does the water go when it rains?’, ‘ How do we travel to school’ and ‘ Where does the food for school dinners come from?’</li><li>• when learning about the water cycle, weather and climate, to investigate and record different weather phenomena through observation and by using standard measurement devices (e.g. thermometers, rain gauges and anemometers)</li><li>• when learning about biomes and vegetation belts, to visit a woodland to</li></ul>	Pupils should have opportunities to plan and conduct geographical investigations that necessitate fieldwork, and to develop skills in a range of standard techniques for collecting, analysing and presenting what they learn through fieldwork, including:  <ul style="list-style-type: none"><li>• making models, annotated drawings and field sketches to record observations</li><li>• drawing freehand maps of routes (e.g. of a walk to a site in the local area)</li><li>• relating a large-scale plan of the local area or fieldwork site to the environment, identifying features relevant to the enquiry</li><li>• recording selected geographical information on a map or large-scale plan, using colour or symbols and a key</li></ul>	Pupils in upper key stage 2 should be provided with opportunities:  <ul style="list-style-type: none"><li>• to use the school and its grounds as a site for studying aspects of physical and human geography by investigating questions such as ‘How can our school reduce its plastic waste?’ and ‘ How can we make our school grounds more bee friendly?’</li><li>• when learning about rivers, to visit a local stream or river to investigate its physical features (e.g. meanders, sites of erosion and deposition) and its use by people now and in the past</li><li>• when learning about settlements, to investigate how buildings, land use and local facilities have changed over time; and investigate local development plans through visits to derelict sites, empty</li></ul>	Pupils should have opportunities to plan and conduct geographical investigations that necessitate fieldwork, and to develop skills in a range of standard techniques for collecting, analysing and presenting what they learn through fieldwork, including:  <ul style="list-style-type: none"><li>• making models, annotated drawings and field sketches to record observations</li><li>• drawing freehand maps (e.g. of a site they have visited)</li><li>• relating large-scale plans to the fieldwork site, identifying relevant features</li><li>• recording selected geographical data on a map or large-scale plan, using colour or symbols and a key</li></ul>

<ul style="list-style-type: none"><li>• examine and discuss natural objects (e.g. leaves, twigs, stones)</li><li>• explore the immediate local area through walks and visits to selected sites</li></ul> <p>During and after their explorations, pupils should have opportunities to record what they observe and notice by:</p> <ul style="list-style-type: none"><li>• using small world play or the role play area to represent a visited place</li><li>• making drawings (e.g. of their favourite place in the outdoor area, what they saw at the park)</li><li>• taking digital photos (e.g. of a collection of natural objects, buildings in the locality)</li><li>• sequencing photos to recall features seen on a visit or short walk</li><li>• drawing a map (e.g. of the outdoor area)</li><li>• counting (e.g. cars parked at the start/end of the day)</li><li>• expressing their feelings about places they visit, saying which features they like/dislike</li></ul>	<p>trees) in the school grounds and local area</p> <ul style="list-style-type: none"><li>• explore the local area of the school to investigate the range of buildings, roads, green spaces and other local features</li><li>• visit some local facilities (e.g. shops, a library, a health centre) and talk about what happens there and investigate why people go there</li><li>• take a short journey by bus, tram or train to investigate a slightly more distant site that contrasts with the immediate local area</li><li>• visit a park or local green space to observe its physical and human features and investigate how people use and enjoy it</li><li>• investigate environmental issues (e.g. lack of play facilities, where litter collects, road safety</li></ul>	<ul style="list-style-type: none"><li>• relating a large-scale plan (e.g. of the school grounds or a local street) to the environment, identifying known features</li><li>• marking information on a large-scale plan (e.g. of the school grounds or a local street) using colour or symbols to record observations</li><li>• using a simple compass and cardinal compass directions (north, south, west, east)</li><li>• taking digital photos (e.g. of buildings in the locality, things seen on a bus journey)</li><li>• making digital audio recordings when interviewing someone (e.g. shop worker, librarian, nurse) about their job</li><li>• collecting quantitative data (e.g. to create a pictogram of favourite places to play or how pupils travel to school)</li><li>• using a questionnaire (e.g. to find out the most popular options for improving playtimes)</li><li>• collecting and sorting natural objects (e.g. leaves, twigs, stones) to investigate their properties</li><li>• using a simple recording technique (e.g. smiley/sad faces worksheet) to express their feelings about a specific place and explaining why they like/dislike some of its features</li></ul>	<p>study the trees, plants and animals, as an ecosystem</p> <ul style="list-style-type: none"><li>• when learning about land use, to investigate local buildings, land use, and local facilities and explore issues of environmental quality and value (e.g. by investigating which spaces or places are valued by the local community)</li><li>• when learning about economic activities, to investigate local shops (e.g. to find out how far people travel to them and why) or investigate local journeys and routes, including road safety, public transport provision and more sustainable travel choices</li><li>• when learning about natural resources, to explore issues of sustainability in everyday life (e.g. energy generation and use, water supply and use)</li><li>• take fieldtrips to more distant places (e.g. farm, water treatment plant, botanical gardens) to investigate their physical and human geography, as appropriate to the curriculum plan</li></ul>	<ul style="list-style-type: none"><li>• taking digital photos and annotating them with labels or captions</li><li>• making digital audio recordings for a specific purpose (e.g. traffic noise)</li><li>• collecting, analysing and presenting quantitative data in charts and graphs</li><li>• designing and using a questionnaire to collect quantitative fieldwork data (e.g. to compare how far people travel to different types of shop)</li><li>• designing and conducting interviews (e.g. to investigate which spaces/places local people value)</li><li>• using simple sampling techniques appropriately (e.g. time sampling when conducting a traffic survey)</li><li>• using a simplified Likert Scale to record their judgements of environmental quality (e.g. in streets near the school)</li><li>• developing a simple method of recording their feelings about a place or site</li></ul>	<p>shops or buildings or places where developments (e.g. road, housing, industrial, retail or leisure schemes) are proposed</p> <ul style="list-style-type: none"><li>• when learning about economic activities, to investigate the range and location of primary, secondary and tertiary businesses in the local area</li><li>• when learning about natural resources and trade, to explore issues of sustainability in everyday life, including how everyday goods (e.g. food or clothing) are produced and traded, as well as consumption, waste and recycling</li><li>• take fieldtrips to unfamiliar environments to investigate the physical and human geography of those areas (e.g. mountains, rural areas, beaches) as appropriate to the curriculum plan</li></ul>	<ul style="list-style-type: none"><li>• taking digital photos and annotating them with labels or captions</li><li>• making digital audio recordings (e.g. to create soundscapes)</li><li>• collecting, analysing and presenting quantitative data in charts and graphs</li><li>• designing and using a questionnaire to collect qualitative data (e.g. to find out and compare pupils’ views on plastic waste)</li><li>• designing and conducting fieldwork interviews (e.g. to establish the range of views local people hold about a proposed development)</li><li>• using standard field sampling techniques appropriately (e.g. taking water samples from a stream)</li><li>• designing and using a tool to record their feelings about the advantages and disadvantages of a proposed development, for instance</li><li>• conducting a transect to observe changes in buildings and land use</li></ul>
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Cycle B for 2024 is currently in development.