



**Fieldwork and enquiry activities to support geography curriculum**

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Year A (2023 – 2024)	Autumn	Spring	Summer
<b>Class 1</b>	<b>Our school</b> Use aerial photographs and maps to study the school. Children use fieldwork to walk their route to school and plot this on a map. Use the 4 compass points to navigate around school.	<b>Four Seasons</b> Use photographs to identify features of the different seasons. Fieldwork in the local area to identify features of spring and take their own photographs.	<b>Let's go on Safari</b> Use maps, atlases and globes to explore the world and identify the seven continents and five oceans of the world. Compare Kenya to the UK and how their life differs to a Kenyan child.
<b>Class 2</b>	<b>Where do I live?</b> Fieldwork in the local area and investigate street names – where did they come from. They will then use this to investigate their own addresses. Use compass directions to navigate around school.	<b>Let's go to London – compare with High Ercall</b> Children plan an imaginary trip to London considering how they will get there, what they will wear and what sights they will see. Collect information to create a booklet – train timetables, photographs of children dressed for the different seasons and the different sights, create an itinerary.	<b>Let's go to the Jungle</b> Use maps, atlases and globes to explore the world and identify the seven continents and five oceans of the world. Fieldwork in the local area to take photographs to compare with photographs of the jungle.
<b>Class 3</b>	<b>Village Settlers</b> Design a village with the use of symbols and a key to show the different human and physical features of their settlement. Fieldwork in the local area exploring symbols on ordnance survey maps. Use of compass skills. Shropshire Hill Discovery centre: Orienteering in the local area.	<b>Italy</b> Children create mini books to share their knowledge and understanding of Italy. Present their findings to the rest of the class.	<b>Volcanoes</b> Fieldwork in the local area to take photos to compare to photos of a volcanic area. Children collect, analyse and then present their findings.
<b>Class 4</b>	<b>The UK</b> Use atlases, maps and globes to locate counties and cities in the UK. Then use aerial photographs to locate human and physical features. Plot routes using digital mapping and compass skills. Use fieldwork to take photographs in the local area	<b>Scandinavia</b> Children will consolidate their learning about Scandinavia by planning a holiday for tourists visiting a particular Scandinavian location. Children will need to provide information about location, climate, landscape, possible activities and other aspects of human geography.	<b>Brazil</b> Children will plan a school trip to Brazil considering how they will get there, what they will wear and what sights they will see. Collect information to create a booklet – travel information, photographs of children dressed for the climate and the different sights, create an itinerary.

	to identify human and physical features.		
<b>Class 5</b>	<b>Marvellous Maps</b> Use ordnance survey maps to identify symbols and keys. Children plan a route using compass directions and grid references.	<b>Eastern Europe</b> Research an area of Eastern Europe independently, generate a questions, use a variety of sources of information to carry out research and then present their finding.	<b>USA</b> Use fieldwork to record, measure and observe human and physical geography of the local area and compare to an area in North America.

<b>Year B (2022 – 2023)</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Class 1</b>	<b>At the Farm</b> Visit a farm in the local area and explore features of the farm. Use compass skills to navigate around a farm.	<b>Our country</b> Use aerial photographs and maps to locate the four counties and capital cities of the UK.	<b>Sea and coasts</b> Use fieldwork skills to create a tourist information booklet for an area – visit to a beach and take photographs to use in their booklet.
<b>Class 2</b>	<b>Map Makers</b> Explore compass points and then create their own map of the local area using a key and symbols – walk out in the local area.	<b>Weather Patterns</b> Use of pictograms and weather data to explore weather in different regions of the UK. Perform a weather forecast with the correct use of weather symbols. Compare weather in a hot and cold country.	<b>What a wonderful World!</b> Use maps, atlases and globes to explore the world and identify the seven continents and five oceans of the world.
<b>Class 3</b>	<b>Land Use</b> Fieldwork in the local area to create a sketch map. Visit to a farm to explain how land is used for different types of farming.	<b>European neighbours</b> Use maps, atlases and globes to identify continents and then focus on Europe. Children produce keys and annotate maps to show their understanding.	<b>Plants of the World</b> Fieldwork to supermarket to investigate where all the different crops come from. Children investigate plants found in diverse parts of the world, they will research this and present their findings.
<b>Class 4</b>	<b>The Water Cycle – Rivers</b> Children will find out how to generate a main question as the focus for a geographical enquiry. They will use a variety of sources of information to carry out research. They will think about the best way of presenting the information they have found out.	<b>Energy and the environment</b> Children use digital mapping to calculate food miles. Present findings to class. Conduct a sustainability survey through Shropshire discovery centre: action for sustainability.	<b>Exploring Africa</b> Research an African country independently, generate a questions, use a variety of sources of information to carry out research and then present their finding.

	Investigating rivers – undertake river measurements: Shropshire Hills Discovery centre.		
<b>Class 5</b>	<b>Investigating Coasts</b> Tie in with John Muir award at Arthog – investigate litter/plastic pollution	<b>Trade and economics</b> Investigate who the UK trades with and why – use of maps and atlases. Produce maps and graphs to show findings.	<b>China</b> Use aerial photographs, maps and atlases to locate the country and major cities in China. They will explore the human impact on China's physical geography.