**Geography Long Term Plan including fieldwork**

|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
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| **Year 1** | **Map Skills (1 Lesson)**This session starts the Geography unit and is taken from the Royal Geographical Society.**Geography: Our Local Area** What's it like where we live?This unit is taken from Rising Stars. | **N/A** | **Geography: People and their Communities**Where in the world do these people live?This unit is taken from Rising Stars. | **N/A** | **Geography: Animals and their Habitats**Where do our favourite animals live?This unit is taken from Rising Stars. |  |
| **Suggested Fieldwork** | **Fieldtrip: Local Area Walk**Children will take digital photographs looking at land use. They will recreate a section of the landscape using recycled materials.Once they have recreated their local area, they will revisit the walk to take simple sound recordings and identify areas that are more and less noisy. They will use their own choices of how to record differences in noise pollution on their recreated landscape.* observing, naming and discussing selected aspects if the local environment;
* relating photographs to features and views;
* relating oblique and vertical aerial views to features and streets;
* taking digital photographs and film and making sound recordings;
* making simple sketch plans and maps;
* identifying features on large-scale maps;
* adding information to plans and maps;
 |  | **Fieldtrip:** **John Lennon Airport (age dependant) or Liverpool One City Centre bus station / train station.**Children will make simple sketches of the location, identifying features such as more populated areas, entrances/exits, safety zones.Children will ask prepared questions to local people about their reasons for visit and where they are travelling to and from they will record the information to share, collate and discuss back in class.Children will also ask and record people’s views about the location for example, using a pre agreed scale, are visitors happy with the facilities, information available.With assistance, children will extend their understanding of locational knowledge, locating where people have travelled to and from on large scale maps.* asking prepared questions to local people;
* making and recording views about features and streets
 |  | **Fieldtrip to Chester Zoo:**Children will participate in a habitats workshop, asking prepared questions about and record their observations about animal habitats.Children will use venue leaflet plans/maps to locate attractions and features. they will use signs and venue leaflet plans/maps to suggest and follow the direction of features e.g. a butterfly enclosure.Children will use digital images and film alongside sound recordings to record their observations. They will make simple sketch plans and maps of habitats which will include preidentified features which can be compared for example vegetation, feeding areas, climate.* taking digital photographs and film and making sound recordings;
* making simple sketch plans and maps;
* adding information to plans and maps;
* annotating and making sketches of features;
* collecting information about features;
* asking prepared questions to local people;
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| **Year 2** | **Map Skills (1 Lesson)**This session starts the Geography unit and is taken from the Royal Geographical Society.**Geography: Seasons**What are seasons?This unit is taken from Rising Stars. | **N/A** | **Geography: Journeys – Food**Where does our food come from?This unit is taken from Rising Stars. | **N/A** | **Geography: Our Wonderful World**What are the seven wonders of our world?This unit is taken from Rising Stars. |  |
| **Suggested Fieldwork** | **Fieldtrip: School Grounds**Children will undertake field work within the school grounds linked to mapwork* observing, naming and discussing selected aspects if the local environment;
* relating photographs to features and views;
* relating oblique and vertical aerial views to features and streets;
* taking digital photographs and film and making sound recordings;
* making simple sketch plans and maps;
* identifying features on large-scale maps;
* adding information to plans and maps;
* annotating and making sketches of features;
* collecting information about features;
 |  | **Fieldtrip: Local Supermarket/ market (e.g. Frodsham Market)**Children will make observations and record data relating to where fresh goods come from e.g. fruit and vegetables. They will link their findings to maps of the world back in the classroom. The children will hear from a Co-operative Manager about their policy on buying local and local goods.* taking digital photographs and film and making sound recordings;
* making simple sketch plans and maps;
* annotating and making sketches of features;
* collecting information about features;
* asking prepared questions to local people;

**Visitor:**Children will hear from a local farmer about the goods they grow and where these are transported to. children will ask prepared questions about travelling distances, which locations order the greatest quantities and why this might be. |  | **Fieldtrip: Liverpool City Centre & Locality**Children will visit local places of interest. they will ask prepared questions and collect views using simple questionnaires about the locations and facilities available.They will take photographs and annotate large scale plans.Children will make field sketches of places of interest. Back in the classroom, the children will use this information to identify Liverpool's seven wonders.* observing, naming and discussing selected aspects if the local environment;
* relating photographs to features and views;
* relating oblique and vertical aerial views to features and streets;
* taking digital photographs and film and making sound recordings;
* making simple sketch plans and maps;
* identifying features on large-scale maps;
* adding information to plans and maps;
* annotating and making sketches of features;
* collecting information about features;
* asking prepared questions to local people;
* making and recording views about features and streets
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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| Year 3 | **Map Skills (1 Lesson)**This session starts the Geography unit and is taken from the Royal Geographical Society.**Geography: Climate and Weather**Why is climate important?This unit is taken from Rising Stars. | **Geography: TEMPEST: extreme weather in the UK (3 lessons)**This lesson builds on Aut 1 Climate and Weather. This unit and is taken from the Royal Geographical Society. |  | **Geography: Our World**Where on Earth are we?This unit is taken from Rising Stars. | **N/A** | **Geography: Coasts**Do we like to be beside the seaside?This unit is taken from Rising Stars. |
| **Suggested Fieldwork** | **Fieldwork: School site**Children will undertake fieldwork at school to measure and record weather observations over a period of weeks. This will include iPad time-lapse videos and simple data logger recordings.Children will use weather equipment as well as cloud cover view finders/quadrants to identify cloud coverage and cloud types.Children will make their own reusable weather recording charts.* relating photographs to views;
* taking digital photographs and film and making sound recordings;
* recording selected data on maps;
* collecting numerical data relevant to their investigations;
* measuring information about the environment using instruments.

\*Possible link with DT creating their own Geo-trolley of weather measuring equipment or weather station which is fit for purpose. | **Possible additional fieldtrip to weather reporting venue (e.g. Media City / Granada Reports)** |  |  |  | **FIELDTRIP 1 : LLANDUDNO (start of unit)**Visit to Llandudno to develop pupil's understanding of physical geography in relation to tourism (historical Victorian seaside town)**FIELDTRIP 2: SOUTHPORT (Including Southport Eco Centre Coastal Change Workshop) towards the end of the unit**Children will compare and contrast coasts including land use and tourism.Children will undertake the same main geographical fieldwork at both fieldwork locations in order to compare and contrast* observation, identification and discussion of local features and scenes;
* relating photographs to views;
* relating oblique and vertical views to what they can see and sites beyond;
* taking digital photographs and film and making sound recordings;
* making sketch maps;
* locating themselves on a map, relating to the environment and orienteering large-scale local maps to the area;
* recording selected data on maps;
* annotating and making sketches of features and scenes;
* collecting numerical data relevant to their investigations;
* undertaking interviews with local people;
* making and recording reasoned judgements about features and scenes;
* measuring information about the environment using instruments.
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| Year 4 | **Map Skills (1 Lesson)**This session starts the Geography unit and is taken from the Royal Geographical Society.**Geography: Hong Kong: A city in Asia by the sea**This series of lessons is designed for pupils to get a sense of a densely populated city in Asia that is geographically and culturally diverse. This unit and is taken from the Royal Geographical Society. | **N/A** | **Geography: Rivers and the Water Cycle**How does the water go round and round?This unit is taken from Rising Stars. | **N/A** | **Geography: Changes in our Local Environment**How is our country changing**?**This unit is taken from Rising Stars. | **N/A** |
| **Suggested Fieldwork** |  |  | **Fieldtrip:** Peak District Environmental Centre and Workshop - RiversChildren will undertake fieldwork including measuring river speed at different points, creating transects of bolder sizes, sampling, identify, classifying and recording river creatures.* observation, identification and discussion of local features and scenes;
* relating photographs to views;
* relating oblique and vertical views to what they can see and sites beyond;
* taking digital photographs and film and making sound recordings;
* making sketch maps;
* locating themselves on a map, relating to the environment and orienteering large-scale local maps to the area;
* recording selected data on maps;
* annotating and making sketches of features and scenes;
* collecting numerical data relevant to their investigations;
* making and recording reasoned judgements about features and scenes;
* measuring information about the environment using instruments.
 |  | **Fieldtrip:** Local Area WalkChildren will undertake a local area walk making observations about physical and human geography including carrying out geographical enquiries devised by pupils on local issues e.g. traffic signage - are signs useful, appropriately located, enough information?**Fieldwork:** Diversion and Redevelopment of the River Alt, CroxtethChildren will visit the River Alt. ‘The [Cass Foundation](http://www.cassfoundation.org.uk), with support from The Mersey Forest team, have redeveloped and realigned the River Alt. Alongside this, a new riverside green space, Alt Meadows, has been created around the watercourse. This aim of the initiative is to will improve water quality, reduce the risk of flooding and create new wildlife habitats Croxteth, Liverpool. The parkland is also key to local economic growth. The site connects people living in Croxteth with the Stonebridge Cross retail and educational hub, as well as providing a high quality setting for adjacent economic development.’  |  |

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| Year 5 | **Map Skills (1 Lesson)**This session starts the Geography unit and is taken from the Royal Geographical Society.**Geography: Mountains, Volcanoes and Earthquakes**From Mount Everest to the San Andreas Fault and the impact of a Tsunami, pupils explore the more extreme elements of our planet. This unit and is taken from the Royal Geographical Society. |  | **N/A** | **Geography: The United States of America**The aim of this unit is to introduce pupils to the key features of the United States of America (USA). This unit and is taken from the Royal Geographical Society. |  | **Geography: Global Trade**This unit covers, how trade went from being local to global. It studies the global trade of food, supply chains, Fairtrade, high-value exports and what the UK exports and where.This unit is taken from the Royal Geographical Society. |
| **Suggested Fieldwork** | **Fieldtrip**: Peak District Environmental Centre and Workshop - MountainsChildren will undertake fieldwork including observing and recording changes in vegetation, weather and climate and physical geographical features in relation to altitude. **Fieldwork:** (Tourism) KeswickChildren will undertake fieldwork in relation to tourism in the Lake District, comparing how the physical and human geography has changed over time. The visit will provide a sense of place as a context to develop their understanding.* observation, identification and discussion about aspects of the area;
* relating oblique and vertical views to where they are and the wider area;
* taking digital photographs and film and making sound recordings;
* making more sophisticated sketch maps;
* relating and orienting maps of different scales in the area;
* recording and investigated data on maps;
* annotating and making more detailed sketches of scenes;
* collecting numerical data appropriate to their investigations;
* undertaking interviews and questionnaires;
* making a transect locally;
* making and recording justified evaluations about scenes;
* measuring information using instruments and making estimates about aspects of the environment
 |  |  | **Event:** Children to link up via Skype with schools across different states, through the British Council.  |  | **Fieldtrip:** Liverpool Old Docks and Maritime Museum.Children will undertake a fieldwork visit to Liverpool Old Docks, new docks and the Maritime Museum to learn about trade across the ages and how the physical and human geography of Liverpool has changed over time.**Visitor:**  Children will learn about Fairtrade from the Fairtrade Foundation  |

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| **Year 6** | **Map Skills (1 Lesson)**This session starts the Geography unit and is taken from the Royal Geographical Society.**Geography: Brazil**Anintroduce to the diverse and unique culture of Brazil including the Amazon and Rio de Janeiro. This unit is taken from the Royal Geographical Society. | **N/A** | **Geography: Protecting the Environment** Are we damaging our world?This unit is taken from Rising Stars. | **N/A** | **Geography: Our World in the Future**How will our world look in the future?This unit is taken from Rising Stars. |  |
| **Suggested Fieldwork** | **Fieldtrip (map skills):** Mapwork in Liverpool City Centre. Children will undertake an orienteering treasure challenge using OS maps and photographs, collecting clues and evidence along their trail as they compete against teams of peers. * observation, identification and discussion about aspects of the area;
* relating oblique and vertical views to where they are and the wider area;
* taking digital photographs and film and making sound recordings;
* making more sophisticated sketch maps;
* relating and orienting maps of different scales in the area;
* recording and investigated data on maps;
* annotating and making more detailed sketches of scenes;

**Virtual Fieldtrip:** Pupils will use VR equipment to emerge themselves in the amazon rainforest exploring the plethora of flora and fauna guided by their class teacher.**Cultural experience:** Samba Workshop |  | **Fieldtrip:** Southport Eco Centre - Climate Change workshopChildren will participate in a climate change workshop at the Eco Centre developing their knowledge and understanding of the world.Back in the classroom children will create their own working models of climate change and sea levels.**Fieldtrip:** Recycling Discovery Centre Children will attend a waste and recycling workshop and tour to learn more about the impact of waste on the environment.**Fieldtrip:** Liverpool University Environmental Science Central Laboratory (TBC)* relating oblique and vertical views to where they are and the wider area;
 |  | **Fieldtrip**: Liverpool City Centre.Pupils will use compasses and OS maps to locate different places on a map with matching historical photographs. Children will make field sketches to compare the change in both human and physical landscape e.g. built up docklands with images, maps and sketches from the pastChildren will use this information to plan their vision for the future.* observation, identification and discussion about aspects of the area;
* relating oblique and vertical views to where they are and the wider area;
* taking digital photographs and film and making sound recordings;
* making more sophisticated sketch maps;
* relating and orienting maps of different scales in the area;
* recording and investigated data on maps;
* annotating and making more detailed sketches of scenes;
* undertaking interviews and questionnaires;

**Visitor form employment:** Visitor to the school BDP (designed Liverpool One) http://www.bdp.com/en/projects/f-l/Liverpool-one/  |  |

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| EYFS | Year 1 and 2 | Year 3 and 4 | Year 5-6 |
| Children:Observe their early years setting and indoor and outdoor areaandobserve and discuss their early years setting outdoor area and the grounds beyond it, exploring the school grounds, noting weather and seasonal and other changes and suggesting improvements.They make visits off the setting site, perhaps to a nearby park and to a shop. They observe features along the route taken and at the site they visit. | Children:Examine and investigate their school building, grounds, local streets and aspects if the local area and its natural, managed and built environment, including its weather.They might visit another site or area further away, perhaps linked with a partner school.They are introduced to a variety of techniques and skills during fieldwork, including: | Children: Develop their physical, human and environmental geography investigations of the schools grounds and local area, including its weather as well as make one or more visits to another area perhaps through links to another school or field study centre, possibly staying one or more nights.They develop their use of a variety of techniques and skills during fieldwork, including: | Children:Examine in detail, as appropriate aspects of the school’s grounds, and develop further their investigations in the physical, human and environmental geography of the local area, including its weather and climate, and of further afield, making specific visits and perhaps staying for one to several nights at a suitable site.They extend their use of a variety of techniques and skills during fieldwork, including: |
| They:* name and talk about what they see;
* take digital photographs
* begin to record features on pictogram charts;
* count different features;
* make drawings;
* relate photographs of features to those they see
 | * observing, naming and discussing selected aspects if the local environment;
* relating photographs to features and views;
* relating oblique and vertical aerial views to features and streets;
* taking digital photographs and film and making sound recordings;
* making simple sketch plans and maps;
* identifying features on large-scale maps;
* adding information to plans and maps;
* annotating and making sketches of features;
* collecting information about features;
* asking prepared questions to local people;
* making and recording views about features and streets
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* relating oblique and vertical views to what they can see and sites beyond;
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* annotating and making more detailed sketches of scenes;
* collecting numerical data appropriate to their investigations;
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* making a transect locally;
* making and recording justified evaluations about scenes;
* measuring information using instruments and making estimates about aspects of the environment
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**Progression in Fieldwork**

Adapted from: Catling. S and Willy, T. (2018) Understanding and Teaching Geography Second Edition, Sage Publishers pp262-263

Table 9.3 Indicative progression in early years and primary geography fieldwork

**KS2 POS: Geographical skills and fieldwork**

* use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
* 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
* ▪ 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.

**KS1 Geographical skills and fieldwork**

* 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
* 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
* 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
* 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