

Geography: 2 Year Rolling Programme EYFS – Year 6

Cycle	Autumn		Spring		Summer	
EYFS & KS1						
A	Weather and Seasons		Hot & Cold Places		United Kingdom	
Fieldwork focus	Investigate different weather conditions through observation and by making and using simple measurement devices.	<ul style="list-style-type: none"> ❖ Collect daily quantitative data and present in a pictogram. ❖ Photograph weather conditions / seasonal changes. ❖ Mark information on a large-scale plan of the school grounds. 	<p>Use aerial maps and large-scale plans to locate human and physical features in the local area, including the local park and school grounds.</p> <p>Visit locations, using aerial maps to locate key features.</p>	<ul style="list-style-type: none"> ❖ Take digital photos of places / features in the locality and sequence photos of the walk / journey stick. ❖ Use simple recording techniques to express feelings about the different features. ❖ Make drawings of what was seen at the park. 	<p><u>Climate focus (car vs. walking)</u></p> <p>Visit local facilities (local shop / post office) to talk about why people go there.</p> <p>Buy stamps and locate local post box to send postcards.</p>	<ul style="list-style-type: none"> ❖ Small world play (Post Office / shops). ❖ Make a digital recording of an interview with the post office and shop staff. ❖ Use a questionnaire to survey people going to the shop and the purpose of their visit, collecting and presenting quantitative data.
B	Local Area Study		Coasts		Study of Mugurameno Village, Zambia	
Fieldwork focus	<p><u>Climate focus (litter / traffic pollution)</u></p> <p>Investigate how different parts of the local area are used and local environmental issues (road safety on main road & litter).</p> <p>Compare how the local area has changed over time.</p>	<ul style="list-style-type: none"> ❖ Mark changes in local area onto annotated drawings to show how a street has changed over time. ❖ Collect, sort and compare natural objects found by the river and in the park. ❖ Count cars in two different locations in the village and present data in a pictogram. 	<p>Observe and record seasonal changes in the school grounds and local area.</p> <p>“Local Wonder” visit: Park / Church grounds.</p>	<ul style="list-style-type: none"> ❖ Collect, examine, sort and compare natural objects from the coast and from the locality (sea glass, shells, sand, sticks, stones, rocks). ❖ Record observations using symbols on large scale maps of the area and by taking digital photos. ❖ Draw a map of the route to the Church and of the Church grounds. 	<p>Identify special places. Explore and describe places special to us in the local area.</p> <p>Trip to Cirencester library to explore what people do there.</p>	<ul style="list-style-type: none"> ❖ Express how we feel about particular places and their features. ❖ Create treasure maps of our special place and guide our friends to it using compass directions and directional language.

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LKS2						
A	Rivers		Rainforests		South America: The Amazon	
Fieldwork focus	<p><u>Climate focus (water quality)</u> Investigate and record different weather phenomena through observation and by using thermometers etc (Met Office equipment).</p>	<ul style="list-style-type: none"> ❖ Collect, analyse and present daily quantitative weather data in charts and graphs and make comparisons. ❖ Make models, annotated drawings and field sketches to record observations at the local stream. 	<p><u>Climate focus (Clean air)</u> Explore land use and environmental quality in the local area.</p>	<ul style="list-style-type: none"> ❖ Use a simplified Likert Scale to record judgements of environmental quality. ❖ Conduct interviews with local residents to find out their feeling on a place: use of local shop vs. supermarket. 	<p><u>Eco focus:</u> Explore sustainability in school and the facilities locally, creating a plan for the following year's Green Flag award.</p>	<ul style="list-style-type: none"> ❖ Visit the local woodland to study the trees, plants and animals, as an ecosystem. ❖ Record selected geographical information on a map or large-scale plan, using colour or symbols and a key.
B	Climate Zones		North America		Rio & South East Brazil	
Fieldwork focus	<p><u>Climate focus (energy consumption)</u> Undertake an energy audit of the school and suggest areas where energy consumption can be reduced.</p>	<ul style="list-style-type: none"> ❖ Take digital photos and annotate them with labels or captions. ❖ Collect, analyse and present daily quantitative energy data in charts and graphs to present. 	<p><u>Climate focus (sustainable travel choices)</u> Carry out an investigation into the variety of jobs people do in the local area following a land use survey.</p> <p>Trip to a local workplace</p>	<ul style="list-style-type: none"> ❖ Design and conduct interviews in a workplace (local shop). ❖ Explore how people travel to different jobs around the area. 	<p><u>Climate focus (Biodiversity)</u> Create a soundscape and themed trail of the local area and school for the website.</p> <p>"Local Wonder": North Meadow National Nature Reserve, Cricklade</p>	<ul style="list-style-type: none"> ❖ Make digital audio recordings for a specific purpose. ❖ Draw freehand maps of local areas and routes. ❖ Collect, analyse and present quantitative data on wildflower diversity.

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UKS2						
A	Study of a European Region		United Kingdom		Local Area & region	
Fieldwork focus	<p><u>Climate focus: Plastic use / litter</u></p> <p>Create a school and community survey on plastic waste.</p> <p>Litter analysis</p> <p>Trip to recycling plant.</p>	<ul style="list-style-type: none"> ❖ Design and use a questionnaire to collect qualitative data: find out and compare pupils' views on plastic waste. ❖ Collect, analyse and interpret quantitative data in charts and graphs. 	Study the changing land use of the village	<ul style="list-style-type: none"> ❖ Design and conduct fieldwork interviews. ❖ Record judgements of environmental quality. ❖ Collect, analyse and present quantitative data on changing land use. ❖ Conduct a transect to observe changes in buildings and land use. 	<p>Gather evidence through urban fieldwork of how a region is meeting people's needs.</p> <p>Trip to local town (Cirencester)</p>	<ul style="list-style-type: none"> ❖ Investigate the range and location of primary, secondary and tertiary businesses in the local area. ❖ Relate large-scale plans to the fieldwork site, identifying relevant features. ❖ Take digital photos and annotate them with labels or captions.
B	Mountains		Volcanoes and Earthquakes			
Fieldwork focus	<p><u>Climate focus: Environmental tourism</u></p> <p>Visit a local stream or river to investigate its physical features and its use by people now and in the past.</p> <p>"Local Wonder": Ampney Brook</p>	<ul style="list-style-type: none"> ❖ Make models, annotated drawings and field sketches to record observations. ❖ Relate large-scale plans to the fieldwork site, identifying relevant features. ❖ Collect, analyse and present quantitative data in charts and graphs. 	<p><u>Climate focus: Biodiversity</u></p> <p>Biodiversity study of the school grounds and local area.</p>	<ul style="list-style-type: none"> ❖ Use standard field sampling techniques. ❖ Record selected geographical data on a map or large-scale plan, using colour or symbols and a key. ❖ Create plans to increase biodiversity in the local area/school grounds. 	<p><u>Climate focus: What challenges do migratory birds face and what can we do to help them?</u></p> <p>Trip to Slimbridge Wetland Centre</p>	<ul style="list-style-type: none"> ❖ Collect data on wildfowl migration. ❖ Analyse and use information from large data sets to develop graphs. ❖ Consider how plastic pollution affects wetlands and what can we do about it?