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| **Reception** | **KS1** | |
| **FIELDWORK**  **What geography can I find in our outdoor area?**   * Naming the key features including trees, different surfaces such as astro-turf, paving, bark chips, play equipment. * How does the weather change the outdoor area? Do some surfaces become slippery? What happens if there is lots of rain? What happens to the ground and plants if it is hot and there’s no rain? Counting to help spot changes e.g. autumn, can I count how many leaves there are on the floor? * Can I draw a map of the outdoor area (pencil and paper, chalk, messy map using toys etc.) * Can I examine and discuss natural things I find in the outdoor area?   **A Trip to Tesco**   * Field trip to Tesco * Can I say some things you can find at Tesco? * Can I explain why people go to Tesco? * Can I sequence photos to recall a route to Tesco?   Can I make a basic small world/messy map model of Tesco? E.g. car park and the shop. | **Year 1** | **Year 2** |
| **FIELDWORK**  **How do the seasons change our school environment?**   * Observe and record (photos and writing) seasonal changes to school environment e.g. trees and plants. * Counting falling leaves/daisies in a quadrant. * Sequence photos to order the seasons. Write the seasons and months under each photo to help learn what months are in which season. * Discuss how to improve the environment for nature in the winter e.g. putting in bird feeders. * Could we play on the field? Count how many times etc. What patterns can you see? (Play on the field in summer because it rains less so the ground is dry). * Spring walk around school grounds. Use aerials and plan perspectives to recognise landmarks. Plot nature in the environment- e.g. long grass, bird feeders, flowers, trees (areas that attract animals). Use coloured stickers to plot. Simple key with different colours. * Confidently discuss location of things on their map by talking about near and far. Start describing by using four compass points. * Prior to trip. Look at photos of Buckingham Park in the winter. Label signs of winter onto photos. * **Trip to Buckingham Park.** Children to help plan the route using aerial photographs and Google Earth. Draw on the route to a map. * What seasonal changes can you see? Take photos. How do you know it is summer? Interview public. Why have you come to the park? Do you come to the park much in the winter? Why not? What do you do here? Record findings in tally chart. * Draw a map of the park. | **FIELDWORK**  **What is the geography of Shoreham?**   * Walk around school grounds. Create a journey stick to help recall route. * Look at aerial photos and plan perspectives of the school grounds. * Count cars in the school car park at the start/end of the day. What does this tell you about how people use the school? (Term time, empty at night, very busy at drop off and collection. Plot on a simple line graph). * Create a plan perspective messy map of the school grounds using natural resources. * Use aerial photos to help put in extra detail around the edge of the school grounds. Land use patterns e.g. housing around the edge of the field, the park, McDonalds. * **Trip to town centre.** Children to help plan the route using aerial photographs and Google Earth. Draw route onto printed aerial photograph. * Photo of buildings on high street. Children to label their use e.g. shop, café etc. * Interview public. Why have you come to town centre? What do you do here? What do you think could make it better? Record findings. Take photos of facilities. Put findings into a pictogram/block diagram. * Drawing on detail around the edge of the photo of their class messy map e.g. route to town centre. * Discuss location of features on the messy map using near, far, four-point compass directions and 2 figure grid references. * Create own symbols and a key for items they think are most important on their map. |

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| **Key Stage 2** | | | |
| **Lower KS2** | | **Upper KS2** | |
| **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **FIELDWORK**  **Why is Shoreham Port important to our local area?**  Main imports: timber, steel, oil, grain and aggregates  **Fishing – Scallops top UK port**  Where do things come from that arrive in Shoreham Port?  Where do things exported from Shoreham Port go to? Global trade routes?  What would happen if the port was closed?  Why do they have to level the sea-bed?  Conduct interviews to find out facts  Time sampling – When is the busiest time at the port?  Take photos, add captions to these | **FIELDWORK**  **How important was the river Nile to life in ancient Egypt?**  **Trip to the River Adur**  How does the River Adur impact Shoreham?   * E.g. lifeboat station, bridges needed, canoeing and paddle boarding, lots of fishing, yacht club, wildlife, flood defences, New Monks Farm housing development * Identify different parts/features of the river * Measure river flow * Identify erosion and deposition * Label on maps * Straight line distances. 6 figure grid references on OS maps. | **FIELDWORK**  **Visit to Shoreham Airport – link with vulnerability of Shoreham during the war.**  **Why is Shoreham Airport important? Then and now.**  Interviews – How was it helpful in the war? Air and sea rescue and preparation for D-Day. What jobs does it create for people now? How far have you come to visit today?  Tourism – Café, oldest licensed airport, used in films, flying lessons.  Impact on wildlife – Noise survey.  Record their feelings about area. | **FIELDWORK How have trains impacted the leisure time? (Link with History and Victorian era)**   * Where is Brighton? * What type of settlement is it? * What are the geographical features of Brighton? (Human including population and physical including climate). * What is tourism? * **Trip to Brighton - Conduct** **tourism study about why people visit Brighton now.** Why are you visiting Brighton? Where have you travelled from? What makes Brighton a special place to visit? Pattern seeking in results. Put data into charts on pie charts on Excel. * **Changes over time** (link to Victorian era) – how trains impacted leisure time * What invention changed how many people could visit Brighton? (Trains) * Why did lots of Victorians want to visit Brighton? (Seaside, escape from the polluted city air). * Was it easy for them to visit different countries? (No aeroplanes, cars expensive and not very reliable yet). * Look at maps from 1515, 1782, 1850 and 2013. How has the landscape changed? How has the land-use changed? Why? |