



Lawrence View Primary and Nursery School Geography Field Work 22-23

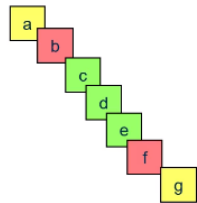
	<u>Geography Fieldwork and Enrichment.</u>
EYFS	<p>A1 What can I do in different areas of the classroom? Messy maps of the classroom/outdoor area?</p> <p>A2 How do we know that our school is in Eastwood? Walk around Eastwood to find signs that says we are in Eastwood. On the walk to the war memorial/Christmas tree.</p> <p>A2 What can we see, hear, touch and smell in our school grounds? A journey stick of what we can see/hear/smell.</p> <p>Sp2 What can we find on a walk through the woods?</p> <ul style="list-style-type: none"> Mapping a walk around our school grounds using journey sticks (collect a fairly large wooden stick and collect items on the walk, glue them to the stick as you go along). Describe the walk by looking at the items on the stick. <p>S1 Can we build a home for a minibeast?</p> <ul style="list-style-type: none"> Finding a suitable area on the school grounds for a home for insects. <p>S2 Where could we plant some flowers to attract butterflies?</p> <p>Disciplinary knowledge, presentation of data: Marking on maps, messy maps, journey sticks, verbal communication.</p>
Y1	<p>A1 Where on our school grounds would be a good place to launch the moon back into space? Surveying the school grounds for a suitable place to launch the moon. Based on class text. Drawing and labelling a map.</p> <p>Sp1 Where has Beegu gone? Following plotted routes on maps to find Beegu and his belongings in our school grounds.</p> <p>Sp1 Guest speaker for Hot and Cold Places topic. James Ketchell who has climbed Everest and trekked across Greenland.</p> <p>Su 1/2 What human and physical features can we find on our school grounds? Trip to Sherwood Forest. Trip to Nottingham Castle.</p> <p>Disciplinary knowledge, presentation of data: drawing maps, Venn diagrams, written and verbal communication.</p>
Y2	<p>A1 What are the human and physical features in Eastwood? Plotting a route on digimaps to follow around Eastwood. Marking human and physical features on a map. Sketching landmarks in Eastwood (human and physical).</p> <p>Sp2 African Culture Day – interview Miss Robinson about her trip to a country in Africa.</p>

	<p>Su 1 How is Cleethorpes different to Eastwood? Fieldwork sketches of human and physical features at the seaside and in Eastwood. Fieldwork trip to the seaside. Fieldwork glasses to compare Eastwood and Cleethorpes. Beach clean-up. Disciplinary knowledge, presentation of data: fieldwork glasses to draw comparisons, sketch maps, drawing routes to follow on Digimaps, photographs, Venn diagrams written and verbal communication.</p>
Y3	<p>A1 Greek Culture Day – sample foods from a local Greek restaurant (The Olive Tree). Comparing human and physical features in an area of Greece and Eastwood.</p> <p>Su1 Why are there puddles on our playground? Measuring run-off and ground saturation on different types of surfaces. Following maps of our school site to predict and identify areas that might flood (at the bottom of hills, saturated grass, surfaces that can't soak water in).</p> <p>Disciplinary knowledge, presentation of data: sketch maps, annotating maps, photographs, bar charts, written and verbal communication.</p>
Y4	<p>A2 Guest Speaker, James Ketchell, who has climbed Everest.</p> <p>Su 1 How does a river's load change with the distance downstream? Trip to the Moorland Discovery Centre in the Longshaw Estate, Peak District.</p> <p>Su 2 River clean-up in the local area.</p> <p>Disciplinary knowledge, presentation of data: sketch maps, measurement using metre sticks, tape measures and stop watches, tables, bar charts, photographs, written and verbal communication.</p>
Y5	<p>A1 Brazil Experience Day – learning to dance the Samba, tasting Brazilian foods and hosting a carnival.</p> <p>A2 How is the climate in Brazil different to the UK? Climate graphs.</p> <p>Sp1 How does deforestation in the Amazon Rainforest impact on our lives? Creating 'Forest Spirits' out of natural materials to befriend and protect our school woodland. Visit from the rainforest animal man.</p> <p>Su 1 Are there any signs of Anglo-Saxon culture in our wider local area? Using OS maps and sketch maps.</p> <p>Disciplinary knowledge, presentation of data: sketch maps, dual line graphs, dual bar charts, photographs, analysing bar charts and line graphs, written and verbal analysis of data.</p>
Y6	<p>A1 How does the landscape differ across the UK? Trip to the Moorland Discovery Centre at the Longshaw Estate, the Peak District – map skills and physical and human features of the Peak District landscape.</p> <p>Su 1 Should we support local more often? Investigating supply and trade and the impact of the Covid pandemic/Ukraine crisis/cost of living crisis on the small business.</p> <p>Disciplinary knowledge, presentation of data: sketch maps, dual line graphs, pie charts, photographs, analysing tables and charts, flow charts written and verbal analysis of data.</p>

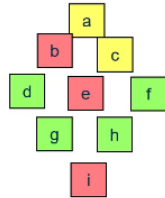
Examples of communicating as a geographer:

2. Relationships and connections

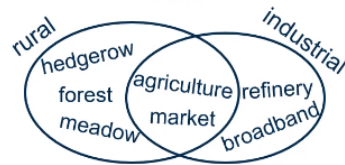
Continuum



Diamond Nine



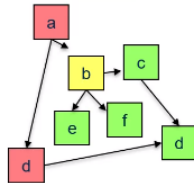
Venn



Carroll

	rich	poor
safe	Canada	Malawi
not	USA	Yemen

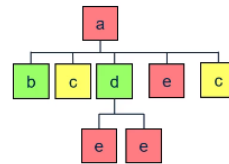
Flow chart



Odd One Out

canyon
valley
ditch

Classification Tree



1. observing over time
2. pattern seeking
3. identifying, classifying and grouping
4. comparative and fair testing (experimentation)
5. research using secondary sources

Practical skills

- Asking questions
- Observation, identification, classification, description
- Recording / collecting data (oral and written notes)
- Sketching (maps, diagrams, images)
- Cartography (i.e. accurate maps, not just sketched)
- Measuring
- Navigation (using maps, using a compass)
- Communicating findings and making recommendations (longer written work, oral presentations, ICT)
- Testing those ideas