

*"We are a Catholic community, living and learning in faith.  
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## St Cuthbert's Catholic Primary School

### Geography LTP w fieldwork, assessment and EDI

|        | Autumn 1                                                                                                                                                                                                                                                                                                      | Autumn 2                                                                                                                                                                                            | Spring 1                                                                                                                                                                                                                                                                             | Spring 2                                                                                                                                   | Summer 1                                                                                                                                                                                                                                                                                                       | Summer 2                                                                                                    |
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| EYFS   | <b><u>Geography:</u></b><br>Where we live. What rooms are inside our houses? Who do we live with? Finding our houses on google earth and using describing words for our houses.                                                                                                                               | <b><u>Geography:</u></b><br>What do different celebrations look like around the world. Finding out about the North Pole and watching the journey that Father Christmas would make across the world. | <b><u>Geography:</u></b><br>Understanding what the different countries in our stories about Jesus look like, to help us understand the story better. What did they look like in the past, compared to now?                                                                           | <b><u>Geography:</u></b><br>Learning about the job of a farmer how food is grown and where our favourite foods come from around the world. | <b><u>Geography:</u></b><br>Where do animals live and investigating new animals around the world at springtime.                                                                                                                                                                                                | <b><u>Geography:</u></b><br>Exploring the world across the oceans and looking at what lies beneath the sea. |
|        | <b><u>EDI in EYFS:</u></b>                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                      |                                                                                                                                            |                                                                                                                                                                                                                                                                                                                |                                                                                                             |
| Year 1 | <b><u>Our Local Area - what's it like where we live?</u></b><br><b>Fieldwork and Enrichment:</b> walk in local area – week 5<br><b>Assessment:</b> Children add symbols of significant landmarks onto a map of local area.                                                                                    |                                                                                                                                                                                                     | <b><u>People and their Communities - Where in the world do these people live?</u></b><br><b>Fieldwork and Enrichment:</b> visitor from different continent<br><b>Assessment:</b> children to identify continent from pictures of places and discuss 2 similarities and 2 differences |                                                                                                                                            | <b><u>Animals and their Habitats - Where do our favourite animals live?</u></b><br><b>Fieldwork and Enrichment:</b> make a birdhouse/bug hotel<br><b>Assessment:</b> Children to label a map to include continents and oceans. Children will then create paper animals to place in the corresponding habitats. |                                                                                                             |
|        | <b><u>EDI in Year 1:</u></b> In Unit 2, children see the experiences and viewpoints of marginalized communities, indigenous populations, and various cultural groups. Equity is evident in all lessons as children as scaffolded appropriately and inclusive learning environments are consistently fostered. |                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                      |                                                                                                                                            |                                                                                                                                                                                                                                                                                                                |                                                                                                             |
| Year 2 | <b><u>Seasons - What are seasons?</u></b><br><b>Fieldwork and Enrichment:</b> monitoring and documenting changed in school grounds and on                                                                                                                                                                     |                                                                                                                                                                                                     | <b><u>Journeys of food - Where does our food come from?</u></b>                                                                                                                                                                                                                      |                                                                                                                                            | <b><u>Our Wonderful World - What are the seven wonders of our world?</u></b>                                                                                                                                                                                                                                   |                                                                                                             |

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|        | <p>google street view (time machine feature) to see patterns locally and nationally over years.</p> <p><b>Assessment:</b> Week 6 task is for children to create a weather report for each season. Use a map to show that weather can vary between locations in the same country.</p>                                                                                                                                                                                                                                                                                                                    | <p><b>Fieldwork and Enrichment:</b> visit a local farmer, greengrocer or someone who works with food about the process of acquiring food (link – does it change seasonally?)</p> <p><b>Assessment:</b> Visitor – assess children's ability to prepare and ask questions about - sourcing food locally, what foods can we grow in this country? (Seasonal), what foods do we import from other countries</p>                                                                                                                                                                                                    | <p><b>Fieldwork and Enrichment:</b> virtual fieldtrip (<a href="#">Link 1</a>, <a href="#">link 2</a>)</p> <p><b>Assessment:</b> Using images of the 7 wonders of the world, match to the names. Then place them on a big world map. Identify which of them are physical (natural), human (modern) or historic (ancient).</p>                                                                                                                                                                                                                                                                                                                                                                      |
|        | <p><b>EDI in Year 2:</b> In Unit 2, children visualize and understand how social and economic inequalities manifest geographically, such as unequal access to resources, environmental hazards, or healthcare. Equity is evident in all lessons as children as scaffolded appropriately and inclusive learning environments are consistently fostered.</p>                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Year 3 | <p><b>Climate and Weather:</b> Why is climate important?</p> <p><b>Fieldwork and Enrichment:</b> Create class biomes. Document and monitor progress.<br/><a href="https://www.spacecentre.co.uk/news/space-now-blog/build-your-own-biome/">https://www.spacecentre.co.uk/news/space-now-blog/build-your-own-biome/</a></p> <p><b>Assessment:</b> Children give a presentation answering the questions: Why is climate important to XYZ animal? Should include where, weather summary, the climate zone and biome (approximate vegetation zone), how the climate and biome affect their way of life.</p> | <p><b>Our World - Where on Earth are we?</b></p> <p><b>Fieldwork and Enrichment:</b> Explore how latitude and longitude affect international trade routes and the movement of goods - <i>12 simple maps, prisoners of Geography</i> by Tim Marshall about Geopolitics.</p> <p><b>Assessment:</b> In groups, the children are to use chalk to draw large maps of the world on the tarmac outside. It must include latitude, longitude, the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones</p> | <p><b>Coasts - Do we like to be beside the seaside?</b></p> <p><b>Fieldwork and Enrichment:</b><br/><a href="#">Seatown Virtual Field Trip - More Inclusive Fieldwork</a> - virtual fieldtrip of a coastline in Dorset<br/><a href="https://www.youtube.com/watch?v=4m11cfhb7ZM&amp;t=25s">https://www.youtube.com/watch?v=4m11cfhb7ZM&amp;t=25s</a> - view of beach in Mallorca Spain.<br/>Have children write a comparison report on their "visits" - must include location, features, land use, tourism, climate change.</p> <p><b>Assessment:</b> Homework task – children are to create their own show box model of the seaside – can be British or European. Present to class in Week 6.</p> |

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## St Cuthbert's Catholic Primary School Geography LTP w fieldwork, assessment and EDI

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|        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | (including day and night). Children then orient around their map using a compass.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                     |
|        | <b>EDI in Year 3:</b> In Unit 3, all children will be given the opportunity to experience a British and European beach, whether they have visited or not by partaking in virtual fieldtrips. In Unit 2, the book allows children to visualize and understand how social and economic inequalities manifest geographically, such as unequal access to resources, environmental hazards, or healthcare. Equity is evident in all lessons as children as scaffolded appropriately and inclusive learning environments are consistently fostered.                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                     |
| Year 4 | <b>The Americas</b> - Can you come on a Great American Road Trip?<br><b>Fieldwork and Enrichment:</b><br><a href="https://artsandculture.google.com/project/national-park-service">https://artsandculture.google.com/project/national-park-service</a><br><b>Assessment:</b> The children will create an annotated and illustrated map of Route 66 for a classroom display to answer the question 'Can you come on a great American road trip?' They will locate the states and cities that are part of Route 66, explain what human and physical features will be found at these locations, use an eight-point compass explain the direction of the route | <b>Rivers and the Water Cycle</b> - How does the water go round and round?<br><b>Fieldwork and Enrichment:</b><br><a href="https://www.planmyschooltrip.co.uk/2110/RIVER-S-AND-WATER.php">https://www.planmyschooltrip.co.uk/2110/RIVER-S-AND-WATER.php</a> workshop in school<br><b>Assessment:</b> make a water cycle system and observe changes depending on weather<br><a href="https://www.sciencebuddies.org/stem-activities/water-cycle-in-bag">https://www.sciencebuddies.org/stem-activities/water-cycle-in-bag</a><br>Have children complete a write-up on what they learned in relation to river in the UK. | <b>Earthquakes and Volcanoes</b> - How does the Earth shake, rattle and roll?<br><b>Fieldwork and Enrichment:</b><br><a href="https://learnz.org.nz/volcanoes242">https://learnz.org.nz/volcanoes242</a> Exploring the Tāmaki Makaurau Auckland Volcanic Field.<br><b>Assessment:</b> Create a volcano and record its eruption. Write up a description of what has occurred and why it has erupted. |
|        | <b>DEI in Year 4:</b> In Unit 1 and 3, all children will be given the opportunity to go beyond traditional narratives by including the experiences and viewpoints of indigenous populations, and various cultural groups through virtual fieldtrips. Equity is evident in all lessons as children as scaffolded appropriately and inclusive learning environments are consistently fostered.                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                     |

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| Year 5 | <p><b><u>Changes in our Local Environment</u></b> - How is our country changing?<br/> <b>Fieldwork and Enrichment:</b> trip to Englefield Green to assist in understanding the present.<br/> <b>Assessment:</b> The children will answer this through the creation of three pieces of artwork (including sketch maps). They are to illustrate past, present and future of their local area with annotations about geographical knowledge and development.</p>                                                                                                      | <p><b><u>Europe – A Study of the Alpine Region</u></b> - Where should we go on holiday?<br/> <b>Fieldwork and Enrichment:</b><br/> <a href="https://www.valdisere.com/en/press/virtual-visit/">https://www.valdisere.com/en/press/virtual-visit/</a> virtual tour in Val d'Isère in summer and winter.<br/> <b>Assessment:</b> task – children are to create a report for tourists visiting the Alpine region. They must why this specific location is better than others, what human features does it have that make it a desirable holiday location? What physical features make it better than other places – height etc., think about why people go there, skiing, other sports etc</p> | <p><b><u>Journeys – Clothes</u></b> - Where does all our stuff come from?<br/> <b>Fieldwork and Enrichment:</b> data collection<br/> <b>Assessment:</b> They will answer this through a comic book strip adventure story. The children will draw and write about the journey of one product which originated aboard. They must include the type of journey it takes, which country it goes through, how it gets distributed to supermarkets and ends up in our possession.</p> |
|        | <p><b><u>EDI in Year 5:</u></b> In Unit 2, all children will be given the opportunity to go beyond traditional narratives by including the experiences and viewpoints of various cultural groups through virtual fieldtrips. In Unit 3, children can visualize and understand how social and economic inequalities manifest geographically, such as unequal access to resources, environmental hazards, or healthcare. Equity is evident in all lessons as children as scaffolded appropriately and inclusive learning environments are consistently fostered.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Year 6 | <p><b><u>South America – The Amazon</u></b> - What is life like in the Amazon?<br/> <b>Fieldwork and Enrichment:</b><br/> <a href="https://www.conservation.org/stories/virtual-reality/amazon-under-the-canopy">https://www.conservation.org/stories/virtual-reality/amazon-under-the-canopy</a> virtual field trip of the amazon (under the canopy)<br/> <b>Assessment:</b> Pupils will answer the question: What is life like in the Amazon? They will answer</p>                                                                                               | <p><b><u>Global Warming and Climate Change:</u></b> Are we damaging our world?<br/> <b>Fieldwork and Enrichment:</b> Create questionnaires about how we can be more sustainable as a school. Children collect evidence by interviewing adults and children in the school eg. Business manager, caretaker, headteacher, eco warriors, teachers</p>                                                                                                                                                                                                                                                                                                                                           | <p><b><u>Our World in the Future</u></b> - How will our world look in the future?<br/> <b>Fieldwork and enrichment:</b> explore local area to decide:</p> <ul style="list-style-type: none"> <li>• What area of need requires the most development in our region?</li> <li>• Can some of the local area be made more environmentally friendly?</li> </ul>                                                                                                                      |

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|  | <p>this through the creation of a PowerPoint presentation. They will include:<br/>Location of Amazon (using maps, which countries it covers, size etc.), the value of the Amazon rainforest on the wider world, ways we can protect the Amazon rainforest</p>                                                                                                                                                          | <p><b>Assessment:</b> Create campaign posters illustrating their findings from their fieldwork. Provide suggestions for how to help the issues they have identified in the school.</p> | <ul style="list-style-type: none"> <li>• What do we want to preserve for the future?</li> </ul> <p><b>Assessment:</b> Children write a persuasive letter to the local council with their ideas and plans for a sustainable future in our area. They use their knowledge of human and physical geography within the area to give their opinions and visions for the future. They can attach a sketch map / plan to the letter which helps present their vision.</p> |
|  | <p><b>EDI in Year 5:</b> In Unit 1, all children will be given the opportunity to go beyond traditional narratives by including the experiences and viewpoints of various marginalized communities, indigenous populations and cultural groups through virtual fieldtrips. Equity is evident in all lessons as children as scaffolded appropriately and inclusive learning environments are consistently fostered.</p> |                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |