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Year group	Autumn Term	Spring Term	Summer Term
R	Autumn 1 Describe immediate environment from observation, discussion, stories, and maps Coming to school, school environment Fairy tale environments and vocabulary Autumn 2 Describe immediate environment from observation, discussion, stories, and maps Bear Hunt environments, local context, awareness of features Story maps Know some similarities and differences between different religious and cultural communities in this country: Diwali	Spring 1 Earth: Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps Planet Earth - Our World Earth-(globe and atlases) in Space Environmental issues, climate change Spring 2 Describe immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps Animal habitats and vocabulary Discussing important members of society, people who help us	Summer 1 Describe immediate environment from observation, discussion, stories, and maps Local Castles (Clitheroe, Skipton) environments and vocabulary Know some similarities and differences between different religious and cultural communities in this country, drawing on experiences and what has been read- RE Special Places Summer 2 Describe immediate environment from observation, discussion, stories, and maps Explain some similarities and differences between life in this country and life in other countries Outdoor environments, features, preferences Minibeast habitats and vocabulary, contrasting environment and creatures e.g. rainforest Mapping
Field work R Ask and answer very simple geographical questions - describe simple similarities and differences when studying places.	Outdoor learning opportunities - Fairy tale environment Bear hunt and practical maps	Outdoor learning opportunities - Planet Earth Practical maps - farm	Outdoor learning opportunities - Broomstick journeys and routes Mapping Field work - where do we find minibeast habitats? Mapping Outdoor area in EYFS Field Park visit in local area Practical maps, photos, drawing maps identifying features and minibeast habitats



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1	Weather Autumn 1 What is the weather like today? Why is the weather so important for people? Where in the world will be find extreme weather? Weather symbols National curriculum requirement: Geography Key Stage 1: • Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. • Use directional language [for example, near and far; left and right], to describe the location of features and routes on a map. Key knowledge and skills: • Know the names of the four countries that make up the UK and name the three main seas that surround the UK. • Name the four seasons of the year and know the weather associated with each. • Know which is the hottest and coldest season in the UK. • Know and recognise main weather symbols. Know how to find out how to find out about rainfall, temperature and cloud cover each day. Know how to keep an on-going record of the rainfall, temperature and cloud cover each day. Know how to use symbols to represent rainfall, cloud cover, temperature, etc. Know how to make use of the information gathered to make assumptions and predictions. Place knowledge - Know that different places in the world experience different weather patterns to the UK. Human and physical geography - Know and recognise main weather symbols. Field work - Keep an on-going chart of the	Hot and cold places Spring 1 <i>Know features of hot and cold places in the world.</i> <i>Know where the equator, North Pole, South Pole are on a globe.</i> <i>Know which is the hottest and season in the UK.</i> National curriculum requirement: Geography Key Stage 1: • Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles; • 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. Key knowledge and skills: • Pupils should name the four seasons of the year and know the weather associated with each. • Pupils should know where the equator is and point to it on a globe. • Pupils should know where the North and South Poles are and point to them on a globe. • Pupils should know which animals live close to the equator, North Pole and South Pole. How can you use maps and the globe to locate the equator, the North Pole and the South Pole? How have people adapted to live in a very hot climate? How have people adapted to live in a very cold climate? Which animals will we find living naturally in very hot or very cold regions?	The local area - Summer 1 - field work Local landmarks, exploring local landmarks/sketching, Local walk, Maps/atlas/ globes. Following routes on a map around school. What is our school building like and school grounds. Own address, streets and postcodes, road map and follow - field work, know the name of the nearest town and city. Know which is N, E, W and S. National curriculum requirement: Geography Key Stage 1: • Use world maps, atlases and globes; • Use simple compass directions; • Use aerial photos, construct simple maps; • Undertake simple fieldwork within school locality. Key knowledge and skills: • Know which is N, E, S and W on a compass; • Know their address, including postcode; • Know the name of their nearest town or city; • Be able to locate their town or city on a map of the United Kingdom. How do we use maps to locate the four countries of the UK, their capital cities and the main seas that surround the UK? What is an address and postcode and why are they important? How do we use a local map to find the streets around the school? What do the road signs tell us? What do I know about the nearest town or city to where I live? Skills and fieldwork - Understand that maps and the globe are used to locate key places around the world • Understand why it is important for all streets to have a name, including post code • Be able to follow a simple road map and recognise key landmarks, such as a church • Talk about the features in the local environment • Observe and record information about the local area, i.e. types of shops, bus stops etc. • Take photographs of locally interesting geographical features • Make a simple map after visiting a specific area, i.e. to include shops, church, school, etc. • Talk about the main differences between a world map and a globe Fieldwork - Key skills - Map work of the local area, Nature walk around local area noting physical and human features, What can we see? How many different aspects of nature can we see? Collect data field work - tally chart, clickers, take pictures, count flowers/ trees/ birds
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	weather experienced in a given locality.	Skills and fieldwork - Know how the world can be represented in 2D form by a map and in 3D form by a globe. • Know that a map is effectively a picture of a place taken from very high above. • Compare regions that are very hot with ones that are very cold, focusing on climate, temperature and people. • Appreciate that there are extremes of weather close to the equator and also at both the North and South Poles • Talk about the main differences between a world map and a globe	Sustainability links - Using maps - Create an eco-trail for your school. Mark on the map of the school grounds the route of the trail and the key landmarks visitors would see. Fieldwork enquiry - Describe how you would make your school grounds more friendly for wildlife. Write a letter to governors to summarise your findings.
Field work Y1 Ask and answer simple geographical questions. Describe some similarities and differences when studying places.	Outdoor learning opportunities - Weather patterns Measuring weather - rain gauges Weather diary	Outdoor learning opportunities - Hot/ cold places in the school grounds Mapping the temperature in school Mapping and hot and cold places in school Survey of hot and cold places in school	Field work - Map work of local area Use of school ground and fieldwork following a map Local area fieldwork Plot streets of local area Compare maps Map symbols Investigate houses and buildings in our local area Facilities in the local area Likes and dislikes in the local area Our journey to school mapping Investigate buildings in the local area Analyse which is the most popular type and why? How many schools in local area? Find the buildings on a map Conclude which is the most popular type of building and why Present - what other buildings would we like to see in our local area



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2	Where in the world? Continents/ oceans London Autumn 1 National Curriculum requirement: Geography Key Stage 1: • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. • Use world maps, atlases and globes to identify the United Kingdom and its countries. Key Knowledge and skills: • Know the names of all the four countries in the UK; • Know the names of all the capital cities for each of the four countries in the UK; • Name the three seas that surrounds the UK; • Identify where London is on a UK map. Skills and fieldwork - Explain clearly the main differences between a village, town and city • Know the main differences between a rural and an urban location within the UK • Use maps to locate places within the UK • Talk about the features in their local environment and compare it with another they know • Create a report after a fieldwork activity that focuses on geographical features observed • Use systematic sampling and data collecting as part of fieldwork activity • Produce freehand map of a known place, e.g., moving from one place to another in London	Comparative study - Non European Study Australia and England National curriculum requirement: Spring 2 Geography Key Stage 1: • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non- European country. • Name and locate the world's seven continents and five oceans. Key knowledge and skills: • Know the names of and locate the seven continents of the world. • Know the names of and locate the five oceans of the world. • Know the main differences between a place in England and that of a small place in a non-European country (in this case a small village in Kenya). Where is Kenya and what are its physical features? (recap hot and cold, continents) What are the main differences between our climate and that of Kenya? What would a day be like in a small African village? How different would our diets be like if we lived in Africa? Why do Kenyans have to worry more than us about draught? Skills and fieldwork - Talk about the main differences between a world map and a globe • Make use of photographs to consider contrasting areas • Contrast a place they know well with another they are not familiar with, using maps, photographs and videos to help make comparisons • Appreciate that weather patterns are different in different parts of the world and understand how that impacts on the way of life of different people • Make a model, using road	Sea side resorts Summer 2 field work Physical features advantages and disadvantages of city/ village Geographical enquiry - Can they label a diagram or photograph using some geographical words? • Can they find out about the seaside by using different sources of evidence? • Can they find out about the seaside by asking some relevant questions to someone else? • Can they say what they like and don't like about their locality and another locality like the seaside? Physical geography - Can they describe some physical features of own locality? • Can they explain what makes the seaside special? • Can they describe some of the features associated with an island? • Can they describe the key features of a place, using words like, 'beach', 'coast', 'forest', 'hill', 'mountain', 'ocean', 'valley'? Human Geography - Can they describe some human features of the seaside, such as the jobs people do? • Can they explain how the jobs people do may be different in different parts of the world? • Do they think that people ever spoil the area? How? • Do they think that people try to make the area better? How? • Can they explain what facilities a town or village might need? Geographical knowledge - Can they name the major cities of England, Wales, Scotland and Ireland? • Can they find where they live on a map of the UK? Where are the nearest seaside resorts to our school? What are some of the key physical features associated with a seaside resort? Why are hotels, cafes and souvenir shops often found in these resorts? Why do some resorts have lighthouses and almost all have RNLI presence? Skills and fieldwork - Know about the features in their local environment • Contrast a place they know well with another they are not familiar with, using maps, photographs and videos to help make comparisons • Locate the nearest town or city on a map of the UK • Locate a number of cities on a map of the UK • Make a model, using road strips and toy buildings that shows features in an area • Study aerial photographs and use locational and directional language when doing so • Use Google Earth to find features in their locality
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		strips and toy buildings that shows features in an area • Study aerial photographs and use locational and directional language when doing so • Use Google Earth to find features in their locality.	
Field work Y2 Ask and answer simple geographical questions when investigating different places and environments.			Field work - Look at the key features of the local environment Observation and study of buildings/ features/ human features Use cameras to record geographical features Look at aerial photos of local area Look at features of a contrasting place - seaside resort What are the nearest seaside resorts to school Aerial photographs of both areas - similarities and differences Survey on rubbish in both areas Collect data - how much rubbish in local area Analyse data on a bar chart Conclude where is the most rubbish and why Present the findings to each other - how can we improve it?



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3	Where is Helmshore? Autumn 2 Field work National curriculum requirement: Geography Key Stage 2: - Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. - 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. Key knowledge and skills: - Know the names of and locate at least eight counties and at least six cities in England. - Know how to plan a journey within the UK, using a road map. - Know and understand key aspects of human geography, including economic activity.	Volcanoes Spring 2 National Curriculum requirement: - Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. - Describe and understand key aspects of human geography, including, types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Pupils should be taught to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Key Knowledge and skills: - Label the different parts of a volcano; - Know the names of a number of the world's highest mountains; - Know the names of four countries from the southern and four from the northern hemisphere; - Know how a volcano becomes active; - Know why people choose to live beside a volcano.	Lake District Summer 1 Lake District – Sustainability thread – Summer 1 Enquiry Question - Water Pollution in the Lake District – is it really a problem? Enquiry question – Water pollution in the Lake District- Is it really a problem? Possible Prior learning: Key Stage 1 Locational knowledge - name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Human and physical geography - Identify seasonal and daily weather patterns in the United Kingdom - use basic geographical vocabulary to refer to: - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 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. Understanding human and physical geography, developing map reading skills, and investigating the impact of humans on the environment. Specifically, children can learn about the unique landforms, including lakes, mountains, and valleys, and how they were formed through geological processes. They can also explore the human impact on the area, such as tourism and agriculture, and the importance of conservation issues. Geography: Year 3 students can learn about the different types of landforms in the Lake District, such as mountains, lakes, and valleys, and how they were formed. Map Skills: Students can develop their map reading skills by using maps to locate key features in the Lake District, such as Windermere, Scafell Peak, and the town of Hawkshead. Human Geography: Students can investigate the impact of humans on the Lake District, such as the effects of tourism, farming, and



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			conservation efforts. Physical Geography: Students can explore the natural features of the Lake District, such as its lakes, rivers, and forests, and how they are affected by climate and geology. Geological Processes: Year 3 students can learn about the formation of the Lake District, including the role of glaciers and tectonic plates. Environmental Impact: Students can discuss the importance of protecting the Lake District's environment, including its natural resources and wildlife.
Fieldwork Y3 Ask and answer more searching geographical questions when investigating different places and environments.	Field work - Observe, record and name geographical features in the local area Question What human and physical features are in the local area? Following work on OS maps and symbols, children to follow a route around Helmshore Photographs and recording their location on a map In the classroom - link photographs to maps and aerial photographs. Sort features into physical and human groups Local features - The Tor, river, roads, roads, sports centre, shops, houses, places of worship, schools. Compare features over time, traffic at certain times of the day - use of Digi maps		
4	Mountains Autumn 1 Locational Knowledge: Know where the main mountain regions are in the UK. Place Knowledge: Appreciate that climate and physical features has an important part to play when considering how people live.	Europe Spring 2 Locational Knowledge Locate the world's countries, using maps, globes etc to focus on Europe (including the location of Russia). Identify the position of Equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on a world map.	Rivers Summer 2 fieldwork Locational Knowledge: Know where the main rivers are in the UK. Place Knowledge: Appreciate that climate and physical features has an important part to play when considering how people live. Human and Physical: Know and label the main features of a river.



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	Human and Physical: Know the name and number of the world's highest mountains. Skills and Fieldwork: To use maps to observe and identify higher ground using contour lines and OS symbols	Know the difference between the northern and southern hemisphere. Place Knowledge: Appreciate that climate and physical features has an important part to play when considering how people live. Explain clearly the main differences between a village, town and city. Skills and Fieldwork: Use the map to locate European countries and capitals. Know and name eight points of the compass. What are the names of the better-known European cities? Where are the better-known European landmarks located? Which are Europe's better known mountain regions and rivers? What are the particular features of a European country of your choice? What is and why is there a European parliament? Map work - Compare two landscapes using maps and aerial photographs. • Find and recognise European capitals on maps of different scales. • Describe and follow a journey between two places or features using coordinates as the start and finish. Field work - Draw a map or landmark, linked to fieldwork, with features included accurately. • Draw an annotated sketch that includes positional and directional language. Data collecting - Recognise how data may change according to the time of day and the time of year. • Be able to collate information about population, length of rivers and height of mountains	Know the name and locate the number of the world's longest rivers. Know why most cities are situated close to a river. Explain the features of the Water Cycle. What are the main features of a river? What is a water cycle and why it is so important? What are the features of the upper, middle and lower courses of a river? Why have so many cities been created close to a river? How would you carry out a river study? Skills and fieldwork - Use world and UK maps to locate famous rivers • Use a local map to follow the course of a river close to the school • Use Google Earth to follow the course of a local or near river • Make models to illustrate erosion and depositions in a river • Create a model of a river showing features such as meanderings, etc. • Carry out a local river survey, to include field sketches.
Field work y4 Ask and	Outdoor learning opportunities - Mountains - label chalk diagram of a mountain Explore the Tor - link to contour map	Outdoor learning opportunities - Mini orienteering activities as a topic starter including use of outdoor map	Field work - Collect information about the flow of the River Ogden. Vary the time we visit e.g. after rain, sunny day etc - 2-3 visits.



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respond to more searching geographical questions including how and why?			Time how long it takes an object to travel from point a to point b. Analyse times and draw connections. Present findings. Map the journey of the river from one point to another. Trip involving map skills.
5	South America Autumn 1 Locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.	How did Blackpool grow to become one of the UK's favourite seaside resorts? Spring 2 fieldwork	Rainforest Summer 2 Geography Key Stage 2 • Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human



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	Know the names of, and locate, a number of South American countries; • Know about time zones and work out differences; • Know main human and physical differences between developed and developing countries; • Use Google Earth to locate a country or place of interest and to follow the journey of rivers, etc.; • Know key physical and human characteristics of a chosen location in South America. What are the names of and key features of South American countries? What can we learn about the physical and human features of Brazil? Which other South American country fascinates you most? How do time zones work in South America? What do we know about the lives of 'street children'? Geographical skills and fieldwork- Use Google Earth to locate a country or place of interest • Know about time zones and work out differences • Know how a continent's climate can vary and impact on people's lives • Know how the lives of children vary across the world • Know features of own locality well enough to use as a comparative study anywhere in the world, taking account of positive and negative features. • Use graphs to record features such as temperature or rainfall across the world • Carry out tests over time, evaluate changes and consolidate their understanding • Add annotations, such as label and captions to freehand maps	Where is Blackpool situated and how has the resort changed? Why was Blackpool's location important for its growth? What do we learn from Blackpool's coastline? How can maps help us to find out about Blackpool and Helmshore? What special attractions draw people to Blackpool? Map work - Identify the locations of features using coordinates. • Locate places and features on a range of small scale maps (maps of the world). • Use four-figure grid references to identify features on a map, including using a key. • Use lines of latitude and longitude on a map of the world to locate a place (e.g., a country). Field work - Draw a map of a journey taken (to the Church etc.) that includes human and physical features (not to scale). • Use sketches as evidence in an investigation Data collecting - Solve comparison, difference and sum questions using information presented in a line graph or other statistical tables. • Select evidence from the range that is most reliable, considering validity and bias.	characteristics, countries, and major cities. • Describe and understand key aspects of physical geography, including, climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Use a world map to locate many of the world's rainforests. To understand what is meant by a biome (major ecological community extending over a large area and usually characterised by plants and animals which are adapted to that particular environment). To learn about the main biomes: tropical rainforest, desert, temperate forest (deciduous), grassland (temperate), savannah (tropical grassland), taiga forest (coniferous), tundra, marine and freshwater. Key knowledge • Pupils should know what a biome is; • Pupils should know where many of the world's rainforest are situated; • Pupils should know about the main features of a rainforest; • Pupils should use the terms: biome, emergent layer, canopy, understory and forest floor. What are biomes and can a rainforest be described as one? Where are the world's most famous rainforests situated? What are the main features associated with rainforests? Why is it important for us to protect the rainforests? Which creatures are endangered if we do nothing? Geography skills and fieldwork - • Know how to use graphs to record features such as temperature or rainfall across the world • Know how to use Google Earth to locate rainforests and other biomes • Carry out tests over time, evaluate changes and consolidate their understanding • Explain what a place is like and why • Create sketches to help with field work related to a mountainous area • Know features of own locality well enough to use as a comparative study anywhere in the world, taking account of positive and negative features
Field work y5 Ask and respond to questions		Field work - Compare Helmshore with Blackpool using Digi maps and aerial maps - compare buildings and	



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that are more casual e.g. what is that happening in that place is? Could it happen here? Recognise geographical issues affecting people in different places and environments.		tourist attractions. Field work to Blackpool to collect data - what are the different types of buildings in Blackpool. Compare the tourist attractions to Helmsore. Analyse the data - graphs, conclude and present the findings. How would we improve Blackpool, conclude why people go to Blackpool - transport links. What are the geographical issues affecting Blackpool - tide, water and what has been done to help Blackpool from flooding. How does the tourist attractions affect people and places - rubbish, litter, pollution, more people, busy periods - Illuminations - brings more people, more money, more litter.	
6	Where North America and what are its geographical features? Autumn 1/2 Locational Knowledge: World Geography: Physical: ~ Continents of the World ~ Revise significant lines of latitude and longitude ~ Climate zones around the World. Locational Knowledge: North America	Summer 2 - Sustainable trade - Human and physical geography - fair trade where does our food come from?	



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~ Locate countries of N. America: Environmental regions, key physical features - rivers and mountains, landmarks and major cities.

Place Knowledge:

Identify and compare geographical similarities and differences in N America to a region in UK

Links with English work:

Specific Focus on Tornado Alley:

What is a Tornado?

-Where do they occur? How do they occur? Destruction. Impact on human life. What to do? Surviving a Tornado?

Where are all the North American countries located? What are the USA's key features, including human and physical issues? What do we know about how the USA's natural resources helped it to be one of the world's most wealthy and powerful countries? How does life in Mexico differ to that in the USA? Why did immigration play a key part in the development of the USA?

Locational knowledge - Appreciate how historically there have been changes to many countries across the world, including changes in names.

Place knowledge - Appreciate why people would choose to live where they do despite sometimes inclement weather or a place having physical features which do not make it easy to live with.

Human and physical geography - Reflect on the key changes that have occurred in buildings, trade and population.

Skills and fieldwork - To review, apply and consider next steps as a result of their geographical enquiry • Create journey booklets, to include maps, sketches and samples to capture what a place is like • Use Google Earth to locate a country or place of interest and to follow the journey of rivers, etc.

Sustainable Trade

Prior learning

Human and Physical geography
Food

Mapping

Sustainability

Future learning

Human and Physical Geography

Trade and economics

Core vocabulary

Trade: The action of buying, selling, or exchanging goods and services.

Supply refers to the amount of a product or service that is available for consumers to purchase.

Demand is the desire and ability of consumers to purchase a product or service.

Import means bringing goods or services into a country from abroad for sale.

Export refers to sending goods or services to another country for sale, that they produce in excess or that are in high demand in other countries

Fair Trade: A movement that aims to help producers in developing countries achieve better trading conditions and promote sustainability.

Books



It looks at fair trade products, from bananas to footballs, and where and how they are made, bringing the processes to life with carefully selected case studies and quotes from farmers and producers who have been helped by the Fairtrade Foundation.

Lancashire County Council

In Year 6 Geography, key skills linked to Fair Trade include using maps and globes, comparing different places, and understanding the human and physical characteristics of locations involved in global trade. Students will also develop skills in analyzing data, such as trade figures, and connecting them to the benefits of Fair Trade for producers in less developed countries.

Locational Knowledge and Map Skills:

Locating countries involved in global trade, including those with Fair Trade initiatives, on maps and globes. Comparing the physical and human geography of different locations along the Fair Trade supply chain, like a cotton garment's journey from Peru to Europe. Understanding how natural resources and climate influence trade patterns.

Analyzing Data and Information: Using data to understand trends in global trade, like the volume of Fair Trade products sold. Identifying data needed to solve problems related to trade and Fair Trade. Analyzing the positive impacts of Fair Trade on communities, such as improved working conditions and wages.

Understanding Fair Trade and its Significance: Learning about Fair Trade principles and how they ensure a fair price for producers. Exploring the benefits of Fair Trade, including better working conditions, environmental sustainability, and social responsibility.



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		Understanding how Fair Trade can contribute to poverty reduction and economic development in less developed countries. Examples of Fair Trade products and their origins: Locating the origins of Fair Trade products, like coffee beans from Ethiopia or chocolate from Ghana, on a map. Comparing the physical geography of these locations to the UK and identifying how geography influences trade. Connecting Learning to Real-World Issues: Discussing the ethical considerations of global trade and the importance of Fair Trade. Exploring how consumers can choose Fair Trade products and support Fair Trade initiatives. Understanding the role of Fair Trade in promoting sustainable development and social justice. Mapping skills – I am a Y6 pupil, how can I get out of here? Summer 1/2 Geographical skills: Field work ~ Use maps, atlases, globes and digital / computer mapping ~ Use the eight points of a compass, four and six figure grid references, symbols and keys ~ Use of Digimap, Google Earth ~ Know ordinance survey symbols Map Reading Skills: Locality Study: Helmshore – Human and Physical Geog: The Tor – physical features / climate. Walk up the Tor, identify features Human geog- types of settlement and land use, economic activity / trade links, natural resources etc Fieldwork: To observe, measure and record the human and physical features of Helmshore / Haslingden using a range of methods using sketch maps, plans and graphs and digital technology. Know what digimaps are and use them to know more about our area. Use Google Earth to help us know more about the Earth's continents. Know what an Ordinance Survey map is and what the symbols stand for. Know how to
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		use a six-figure grid reference system. Know how to conduct a survey and present my findings appropriately. Locational knowledge - Know about time zones and work out differences. Place knowledge - Know why the south and north poles have long periods of light or dark according to time of year and know how people living there adapt their lives accordingly. Skills and fieldwork - Use Google Earth to locate a country or place of interest and to follow the journey of rivers, etc. • Know how to use digimaps • Be familiar with topographical maps and know about contours, etc • Know how to use six-figure grid references • Know what is meant by latitude and longitude
Field work Y6 Ask and respond to questions that are more casual e.g. what happened in the past to cause that? How is it likely to change in the future? Make predictions and test simple hypotheses about people, places and geographical	Field work - Go on a walk in local environment, observe and measure and record the human and physical features of Helmshore using sketch maps, plans and use of digital technology to take photographs of significant features. Draw own maps using ordnance survey symbols to record features of the local environment - human and physical. Make a large 2d version/ map of the local area Develop understanding of eight points of a compass - orienteering exercises in school grounds Use OS maps of walk to depend understanding of 4 and 6 grid reference and scale Use of historical maps from Digi maps to identify changes in human and physical features over time in Helmshore. Why are buildings changing over time? Why has the area changed over time? Why are there more houses and schools? What has happened to the local shops? Advantages and disadvantages of big supermarkets to the local area such as Tesco.	



Collect



Analyse



Conclude



Present

Helmshore Primary School **Field work skills**



Collect



Analyse



Conclude



Present

issues.