

Kapow
Primary™



Geography

Equipment list

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Exploring maps

Activity 1: Pirate map bingo

- Colouring pencils or felt tips (class set).
- Counters and pots.

Activity 2: Our school from above

- A selection of colourful paper shapes.
- Glue sticks.
- Pencils.
- A large aerial photograph of the school grounds
- A basic template of the school grounds on A4 paper (one each)

Activity 3: Let's build a map

- Variety of objects to build maps (such as: wooden blocks, vehicles, people, trees, additional small world resources, wooden reels, bobbins, cardboard tubes, boxes, pebbles, sticks, leaves, fabric, bangles, curtain rings, bottle tops, foil lids)..
- Masking tape.
- Chalk.

Activity 4: Creating journey sticks

- Sticks (class set - of up to 30cm).
- String.
- Elastic bands.
- Plain paper.
- Crayons.
- A pre-prepared journey stick.

Activity 5: Investigating maps

- A selection of maps such as: A-Z street maps, town maps, ordnance survey maps, Google Maps print-outs, stylised artist interpretation maps, event or attraction maps (often found in leaflets or brochures).
- Highlighters.
- Scissors.
- A large, simple map drawing of your local area (use Link: [Google Maps](https://www.google.com/maps)).

Activity 6: Map making

- A large simple map drawing of your local area (create your own or use Google Maps).
- Scissors.
- Glue sticks.
- Pencils.
- Crayons.

Outdoor adventures

Activity 1: Nature catchers

- A large plastic tray.
- Natural resources (e.g. leaves, flowers, herbs, small twigs, seed pods and feathers).
- Thick paper or cardboard.
- Sheets of sticky back plastic.

Activity 2: Observational painting

- A bag in which to collect natural objects.
- A display of natural, seasonal objects (e.g. pine cones, daffodils, pumpkins, holly and berries, depending on the season).
- A beautiful or interesting vase, bowl, tray or dish.
- Poster paints, acrylics or watercolours.
- Paintbrushes of different sizes.
- Pots of water.
- Trays to enable colour mixing.
- Paper.
- Inspirational examples of observational painting (optional – if printing, then it is recommend the images are laminated or sealed in a plastic pouch to prevent water/paint damage).

Activity 3: Exploring the weather

- Shallow pots or trays.
- Magnifying glasses.
- Sticks (these can be collected as part of the activity if your environment allows it).
- Tools for mark making on sticks (e.g. pens, paint, tape).
- Pipettes.
- Paintbrushes.
- Paint.
- Chalk.
- Pots to hold water.
- Ribbons or scraps of fabric.
- Bubble wands.
- Bubble mixture.
- A container to hold the bubble mixture.

Activity 4: Senses in nature

- Baskets or pots in which to collect natural objects.
- Paint sample cards in natural colours.
- Outdoor cushions.
- Paper.
- Pencils.
- Crayons.
- Audio playback devices (optional).
- Resources to allow the children to attach objects to card (glue, sticky tape, paper clips, pegs, etc.).
- If planting: trowels; compost; gardening gloves.
- A watering can.
- A selection of herbs (e.g. thyme, chives, lavender and rosemary).
- A selection of pots, pans, spoons and bottles.

Activity 5: Exploring the seasons

- Two large plastic trays.
- Natural objects (e.g. conkers, mini pumpkins, acorns, autumn leaves, pine cones, etc.).
- Magnifying glasses.
- Tweezers.
- Weighing scales.
- Pots and containers.
- Sticks to make frost patterns.
- Bubbles.
- Natural objects (e.g. spring flowers, leaves, petals, grass, pebbles, seed pods, pine cones, bark, sticks and twigs, pieces of moss etc. – or you may prefer the children to collect their own as part of the activity).
- Clear plastic cylinders (made by removing the ends of two-litre sized bottles and cutting them in half – one each).
- String.

Activity 6: Dress the teddy

- Scissors.
- Glue sticks.
- Pencils.

Around the world

Activity 1: Home or away?

- Large paper.
- Teddy bear or alternative soft toy.
- Small bag, rucksack or suitcase.
- Device for taking photographs.
- Photographs of features in your local area.

Activity 2: Bear's UK travels

- Teddy bear or alternative soft toy.
- A variety of materials for continuous provision (for example, wooden blocks, cardboard boxes, building blocks, natural materials like stones or leaves, coloured paper, child-safe scissors, glue, crayons or paint, fabric offcuts, small figures or toys, modelling dough or clay).

Activity 3: City or countryside?

- Child-safe scissors.
- Glue sticks.

Activity 4: Exploring world landscapes

- Teddy bear or alternative soft toy.
- Large plastic hoops.

Activity 5: Desert explorers

- 'Cleo the Completely Fine Camel' by Wendy Meddour or a similar book set in a hot desert climate.
- Props for role play (for example, fabric pieces for makeshift tents, wide-brimmed hats, sunglasses, sandals, water bottles, toy camels, maps, binoculars, stuffed animals such as snakes or lizards).
- Additional images or videos to enrich the story, showing aspects of daily life, animals, plants and landscapes in hot climates.

Activity 6: Polar explorers

- 'Antarctica: A continent of wonder' by Mario Cuesta Hernando or a similar book set in a cold, polar climate.
- Props for role play (for example, warm coats, globes, scarves, hats, snow boots, goggles, binoculars, a sledge, stuffed animals like polar bears or penguins, a compass, a map, imitation ice blocks or white blankets).
- Additional images or videos to enrich the story, showing aspects of daily life, animals, plants and landscapes in cold climates.

What is it like here?

- Class set of atlases.
- Enlarged colour aerial photograph of the local area including the school and grounds (use Link: [Google Earth](#)).
- Photographs of key features in your school grounds (such as: the school building, play equipment, field, or trees.)
- Class photograph of the children or a label with the class name on.
- Camera.
- Ipads/tablets.
- A variety of maps (such as: floor plans, bus and train maps, street maps, atlases and globes for each table group).
- Classroom objects to make messy maps (such as: cubes, bears, counters, bean bags, rulers, pencils, books, glue sticks etc.)
- Class set of clipboards.
- Coloured chalks.
- Teddy bears or soft toys.
- Large rolls of paper (If indoor in [Lesson 4](#)).
- Sticky notes.
- An enlarged simple map of the playground with up to six areas located (such as: the climbing frame, the bench, and the field). Use [Activity: Playground map](#).

What is it like to live in Shanghai?

- Tablets or cameras.
- Teddy bears or soft toys.
- Class set of clipboards.
- Sticky notes.
- A3 colour aerial photographs of the local area, including either the school or a local feature recognisable to the children (use Link: [Google Earth](#)).
- Sugar paper.
- A compass (for the teacher).

What is the weather like in the UK?

- Atlases (one per pair).
- Clipboards (one per pupil).
- Wool or string (a few per child - cut into strips of approximately 50cm).
- Double-sided tape (optional - a few per child, cut into strips).
- Prepared sketch map of the school grounds (one per pupil).
- Compasses (a class set).
- A camera or tablet (one for the teacher).
- Sticks (optional - one per child - these could be found during the lesson).
- If possible, a selection of instruments that measure the weather (such as: thermometers, rain gauges and weather vanes).
- Chalk (at least three different colours per pair).

Note: [Lesson 4](#) investigates daily weather patterns, the children will need to carry out weather investigations, ideally at different times of the day, e.g. morning, midday and afternoon. Select and prepare for one of the activities in the lesson plan, depending on the weather.

If carrying out the rain investigation:

- Sticks (one per pair – children to collect).

If carrying out the wind investigation:

- Paper plates (one per pupil).
- Tissue paper cut into strips (at least four strips per pupil).
- Hole punch (one for the teacher).
- Sticky tape.
- String or wool (one length per pupil).

This list does not include equipment which is usually readily available in the classroom (e.g pencils, A4 paper etc)

Would you prefer to live in a hot or cold place?

- Class set of atlases.
- Globe.
- Optional: Inflatable globe (one).
- Class set of clipboards.
- Thermometer.
- Rain gauge.
- Compasses (one between two.)
- Sticky notes.

Why is our world wonderful?

- Atlases (one per child or pair).
- Laptops or tablets (one between two).
- Six photographs of human and physical features in the local area (this could include: a church, a park, a shop or a river - six per table group).
- A3 colour aerial photographs of the local area, including either the school or a local feature recognisable to the children (one per table group - use link: [Google Earth](#)).
- An OS map of the local area (sign up to use the free OS map link: [OS OpenData](#)) (one between two).
- Hoops (one between two).
- Magnifying glasses (one between two).
- Clipboards (one between two).
- Optional: Identification sheets (choose relevant sheets found on the link: [Tree tools for schools](#)* from the Woodland Trust)

What is it like to live by the coast?

- Atlases (one between two).
- Devices (one between two).
- Clipboards (one each).

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Why do people live near volcanoes?

- Sticky notes.
- White card (printer friendly).
- Glue sticks (one per child or pair).
- Optional: Whiteboard and pen (one per child).
- Atlases (one per child or pair).
- Laptops/iPads or computers (one per pair).
- Digital copy of an aerial map of your school labelled with features.
- A selection of rocks
- Digital camera/iPad to take photographs outside (one per child or pair).
- Optional: clipboards (one per child).
- Optional: magnifying glasses (one per child, pair or group).

Who lives in Antarctica?

- Atlases (one per child or pair).
- Globes (one per group).
- Optional: Terry's chocolate orange (for teacher demonstration).
- Torches (one per group).
- Access to a free BBC iPlayer account.
- Optional: Calculators (one per pair).
- Large pieces of paper (one per group).
- Coloured pens (one per pupil).
- Optional: Tablets or voice recorders.
- Digital copy of an aerial outline of your school (one with and one without features, just building outlines).
- Laptops/iPads or computers (one per pair).
- Compasses (one per pupil).
- Clipboards (one per pupil).

Are all settlements the same?

- Laptops/iPads or computers (one per pair).
- Colouring pencils.
- Clipboards (one per group).
- iPad or tablets (one per group).
- An OS map legend (link provided, one per pair).
- An OS map of the local area, pre-prepared with a fieldwork route (link provided, one per group).
- Sticky notes.
- A historical map of your local area (link provided, one per pair).
- Optional: Magnifying glasses.
- Optional: Historical photos of your local area (link provided).
- Atlases (one per pair).
- Optional: Glue sticks (one per group).
- Mini whiteboards (one per pupil).

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Why are rainforests important to us?

- Atlases (one per child or pair).
- Globes
- Optional: Whiteboard and pen (one per child).
- Sticky notes.
- Digital copy of map of local woodland with paths.
- Clipboards (one per child).
- A1 card or foam boards (one per fieldwork group).
- Glue sticks (one per fieldwork group).
- Coloured felt tip pens (one per child).
- A1 paper (one per fieldwork group).

Where does our food come from?

- iPad or tablets (one per pair).
- Laptops or computers (one per child).
- Colouring pencils.
- Recycled food packaging (with labels, collected by children in L4).
- Calculators (one per child).
- Atlases (one per child).
- Member of staff with knowledge on where food from school dinners comes from for interview.
- Optional: A1 card or foam boards (one per fieldwork group).
- Glue sticks.
- Scissors.

What are rivers and how are they used?

- Sticky notes.
- Colouring pencils.
- Sealable plastic bags (one per pair).
- Permanent marker pens (one per pair).
- Optional: blue food colouring
- Tape.
- A variety of materials for the class to build a river model (for example, scissors, glue, sellotape, aluminium foil to represent water, tissue paper in green, brown, and blue, recycled and washed plastic containers, recycled cardboard boxes, construction toys such as Lego, wool, string, rope, and foil containers).
- White stickers for writing labels (a few per pair).
- Atlases (one per pair).
- Large sugar paper (one per group).
- Coloured felt tip pens.
- Clipboards (one each).

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What is life like in the Alps?

- Atlases (one per pair).
- A3 paper (one per child).
- Tablets or laptops (one per pair).
- An OS map of the local area (sign up to use the free OS map link: [OS OpenData](#) - local).
- Clipboards (one per child).
- Sticky notes (five for each pair).

Why do oceans matter?

- Atlases (one per pair).
- Colouring pencils.
- Laptops or computers (one per pair).
- Clipboards (one per child).
- iPad or tablets (one per group).
- A pre-prepared aerial sketch map of the fieldwork area (a local marine environment).

Would you like to live in the desert?

- A torch.
- A globe.
- Atlases (one between two).
- Access to a device (one between two).
- Access to a free BBC iPlayer account.

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Why does population change?

- Sticky notes.
- Atlases (one per pair).
- Coloured felt tip pens (one per child).
- A1 paper (one per table or group).
- Colouring pencils.
- An OS map of the local area with pre-prepared route marked (sign up to use the free OS map link: [OS OpenData](#) - local).
- Clipboards (one per child).
- Timer (one per table or group).
- Tablet or voice recorder (one per table or group).
- Computers or laptops (one per child).

Where does our energy come from?

- Atlases (one per child).
- Colouring pencils.
- Optional: Sticky notes.
- Digital device (one per pair).
- Torch.
- Globe.
- Clipboards (one per child).
- Paper OS map of Port Blyth or [Digital OS map of Port Blyth](#) (one per pair).

Can I carry out an independent fieldwork enquiry?

- Access to a device (one between two).
- An OS map of the fieldwork area (link provided, one per group).
- Clipboards (one each).
- A3 paper (one per group).

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