

Geography Programme of Study



Each year group has a termly focus of:

PLACE KNOWLEDGE

Explain what a place is like.



LOCATIONAL KNOWLEDGE

Recall where places are.

- **Place and locational knowledge - Where we live**



COMPARISON

Compare places or features (similarities and differences)

- Case study or comparison focused on a place or procedure outlined in the National Curriculum
- KS1 - a small area in a contrasting non-European country
- KS2 - a region of the United Kingdom, a region in a European country, and a region within North or South America



PHYSICAL GEOGRAPHY

Natural features in the environment.

- **Physical element– outlined from National Curriculum**

All other strands, including fieldwork are interwoven throughout the Geography curriculum.

GEOGRAPHY STRANDS

Which of the strands could your lesson be about today?



COMPARISON

Compare places or features (similarities and differences)

WEATHER AND CLIMATE

What the weather is and the effect it has on the location.



TRANSPORT AND TRADE

Ways people travel and goods and services that are sold in different countries.

PLACE KNOWLEDGE

Explain what a place is like.



LOCATIONAL KNOWLEDGE

Recall where places are.

HUMAN GEOGRAPHY

How people and the environment impact places.



PHYSICAL GEOGRAPHY

Natural features in the environment.

MAP SKILLS AND FIELDWORK

Using maps and observing and collecting data and information outside.



ENVIRONMENTAL ISSUES

How we look after our World.

Year group	Autumn	Spring	Summer
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EYFS: Key knowledge/skills by the end of the year

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps
 - Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
 - Understand some important processes and changes in the natural world around them, including the seasons

EYFS	<p>Autumn 1 Marvellous me</p> <ul style="list-style-type: none"> • Seasons- Autumn • Ourselves • Signs of Autumn -look at conkers, leaves, acorns, pinecones • Changes in weather- • My classroom and my school • Name and locate different parts of the local community around them • Focus on Wrenthorpe • Throughout Reception children will use different types of maps (including globes, digital and paper) to explore their local environment and places of significance to them, e.g. greengrocer, church, post office, park <p>Fieldwork : Explore the school . Get to know the school grounds. Following simple directional instructions when walking a route.</p> <p><u>Talking floor books</u> Ourselves, family, and School Our local community and city Looking after our community and ourselves</p>	<p>Autumn 2 Seasonal Change</p> <p>Using the local area to explore the natural and built environment</p> <p><u>Talking floor books</u> Our natural World and British wildlife Seasons Woodland Creatures</p> <p>Fieldwork - Nature walks Explore seasons and weather</p>	<p>Spring 1 Seasonal Change / Frozen Planet</p> <ul style="list-style-type: none"> • Recognise the similarities and differences between the Arctic, Antarctic and Wakefield. Find and name the Arctic and Antarctic on a globe • Talk about why something melts or freezes and the change that happen Make observations of the animals that live in the Arctic & talk about what makes them special • Begin to know the difference between a map and a globe • Find the Antarctic on a world map with help • Compare the weather in winter to the weather in Autumn <p>Fieldwork linked to Science – melting ice cubes</p> <p><u>Talking floor books</u> Seasons Extreme conditions and arctic animals Winter plants Environment</p>	<p>Spring 2 Storyland Map</p> <p>Find Wrenthorpe St Anne’s Church on a simple map</p> <p>Fieldwork : Where is our nearest church? Would you visit?</p> <p><u>Talking floor books</u> David Attenborough Sea life / sea creatures Pollution and Recycling</p>	<p>Summer 1 <u>Places</u></p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants</p> <p>Fieldwork: Nature walks Drawing plants and animals in the school grounds What plants and animals live in our school grounds? How are their habitats different?</p> <p><u>Talking floor books</u> Life cycles Farm Animals</p>	<p>Summer 2</p> <p>Simple habitats (micro)</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class</p> <ul style="list-style-type: none"> • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. <p>Fieldwork: Comparing different environments and mini habitats within school e.g bug hotel Discuss weather and explore these</p> <p><u>Talking floor books</u> Minibeasts</p>
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Year 1 : Key knowledge/skills by the end of the year

- Name and locate all countries and capital cities of the UK
 - Name and locate surrounding seas of the UK
 - Know where I live and which city and country this is in.
- Be able to construct a simple map and use simple directions and compass directions to verbally explain their route to/from school
 - Name types of weather and talk about weather/climate in the UK and some hot and cold places in the World
 - Discuss how habitats in the UK are different to habitats in rainforests
- use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, sea, ocean, river, vegetation, season and weather
 - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
 - Carry out fieldwork in the school grounds

Year 1 **Where we live - Wrenthorpe and the UK's capital cities (mini focus on London)**

Core Learning of This Unit:

- Where do I come from? Where is Wrenthorpe? Where is the UK? Children identify UK using globes, atlases, maps. Use key words of city, town, village.
- What are some physical and human features in our school and in Wrenthorpe? Use the following Geographical words to explain and describe features: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
- What are the countries of the UK and their capital cities? What is it like in our capital city?
- Children look at **aerial maps** and other maps of the school/ classroom. Can they create their own map and use N,E,S,W to guide a partner through directions?
- Plan map route to visit Wrenthorpe using Geographical language and a simple key (local area)/visit local area (Wrenthorpe) and identify human and physical features.
- Identify human features - castles/palaces in capital cities of the UK including Buckingham Palace, Balmoral and Edinburgh Castle.
- **Fieldwork question: Children will focus on one of the following : What are some physical and human features in our school grounds/area ? Which is the safest route to school? Where is our local shop?**

School grounds/local area fieldwork question: Children will focus on one of the following : What are some physical and human features in our school grounds/area ? Which is the safest route to school? Where is our local shop?

Seasides

Core Learning of This Unit:

- Reminder of where UK is. Which continent? Focus on naming and locating 1. The North Sea 2. The English Channel 3. The Celtic Sea 4. The Irish Sea 5. The Atlantic Ocean. What is a seaside? Where are some seaside near us?
- What are some physical and human features of sea sides? Learn Geographical vocabulary for describing and explaining features - beach, cliff, weather, season , port, harbour, ship
- Locate some sea sides near us and the UK.
- Explore/investigate a seaside town e.g. Filey, Blackpool. Use a variety of maps to virtually explore these.
- Are all sea sides the same? Compare 2 photos of sea sides to identify similarities and differences.
- What is it like to live in a seaside town? How is this different to the physical/human features of Wrenthorpe?

Fieldwork – possible visit to seaside. Look at maps before trip – identify route you will take and look at Google Maps. What physical and human features can you spot on the beach? Children record data. What can you see and do at the seaside? **Virtual fieldwork question:** What can you see and do at the seaside? Use a variety of maps to virtually visit the seaside.

Fieldwork – possible visit to seaside. Look at maps before trip – identify route you will take and look at Google Maps. What physical and human features can you spot on the beach? Children record data. What can you see and do at the seaside? Virtual fieldwork question: What can you see and do at the seaside? Use a variety of maps to virtually visit the seaside.

Rainforests (focus on wildlife)

Core Learning of This Unit:

- What are the North Pole, South Pole, and Equator? What are the continents and main oceans of the World?
- Clarify difference between jungles and rainforests – focus is on rainforests and wildlife.
- Where are rainforests in the world? (Clarify that rainforest refers to the whole ecosystem, jungle only refers to part). Children use maps, globes, atlases to locate. Are there any links to their location and their weather and climate?
- Use Geographical language to explain physical features of rainforests.
- What other countries have similar weather to us? Different? Think about in terms of location to North Pole, South Pole, equator. What is weather like in the rainforest?
- Trip to Wildlife Park – where would these animals live? Habitats? Countries? Continents?
- **Fieldwork question - on trip - How are habitats in the wild replicated at the Wildlife Park? Why are some animals in the Wildlife Park and some in the wild?**

Trip Fieldwork question - on trip – How are habitats in the wild replicated at the Wildlife Park? Why are some animals in the Wildlife Park and some in the wild?

Year 2 : Key knowledge/skills by the end of the year

- Name and locate the world's seven continents and five oceans
 - Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
 - Talk about Wakefield's/ Yorkshire's use of coalmines for land use and what some sites are used for now
 - Discuss similarities and differences between Wrenthorpe and a South African village (Mvezo)
- Name types of weather and talk about weather/climate in the UK and some hot and cold places in the World in relation to the Equator and the North and South Poles
 - Use a variety of maps and know how to use some basic symbols
- Use geographical vocabulary to refer to: key physical features, including: hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
 - key human features, including: city, town, village, factory, farm, house, office, and shop
 - Carry out fieldwork in the school grounds and off-site

Year 2 **Where we live – the history of coalmining and land use in Wakefield**

Core Learning of This Unit:

- Reminder of where UK is? Capital cities? What continent? Recap 7 continents of the world using globes, maps, atlases.
- Where do we live in the UK? Use maps to locate previous mines in the UK. Why were there coal mines? What physical properties/features were useful?
- Children create their own maps of coal mines in Wakefield
- How has the geography of the land changed since we do not use mines anymore? What human/physical features are there in Wakefield now? Use aerial maps and photographs to identify.
- Identify some landmarks in Wakefield including The Coal Mining Museum, Yorkshire Sculpture Park, Pugneys, Newmillerdam and Wakefield Town Hall.
- **Fieldwork** - Carry out map work/field work during visit to mine/Wakefield.
- **Fieldwork question:** Why were coalmines closed and what are they used for now? E.g housing estates

*Field work to be carried out on trip to Coalmining museum
Fieldwork question: Why were coalmines closed and what are they used for now?*

Comparison: The UK and South Africa

Core Learning of This Unit:

- Use world maps, globes, atlases to identify hot and cold countries in the world, build upon North and South poles and equator knowledge from Y1.
- Where is Wrenthorpe? Where is South Africa? Use maps, photos, globes etc to locate countries in South Africa.
- Use maps and **Digital maps** to compare Wrenthorpe and Mvezo, a village in South Africa. Compare weather patterns and human and physical features.
- Use maps to investigate a different place – e.g. Cape Town to show contrasts – both physical and human.
- Children should also locate some physical features of South Africa including Table Mountain and discuss simple features of mountains.
- **Virtual fieldwork question: How is Wrenthorpe different to Mvezo?**

Virtual fieldwork question: How is Wrenthorpe different to Mvezo?

What's the weather?

Core Learning of This Unit:

- Recap of where we live (village, city, country, and continent).
- Identify different types of weather and how they happen.
- Children create their own weather report/forecast/explanation using Geographical vocabulary to describe weathers and explain how they occur.
- Using a weather station and other resources, record different temperatures throughout the day. How does this compare to another city in the UK? A city in Europe?
- **Fieldwork question: Does this week's weather match the forecast? Is the weather forecast accurate?**

School grounds/ local area fieldwork question: Does this week's weather match the forecast? Is the weather forecast always accurate?

Year 3 : Key knowledge/skills by the end of the year

- Locate the world's countries, using maps to focus on the UK and Europe
 - Know some counties of the UK
 - Locate and explain topographical features (coasts)
 - Know what first settlers looked for – resources
- Know human and physical features of coastlines and how some of these have changed over time
 - Know about agriculture in our area and why it is necessary
- Use a range of maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
 - Use fieldwork to observe, measure, record and present data

Year 3 **Coastlines (rock formations and the earth)**
(no volcanoes, mountains and plate tectonics in y5 then volcanoes and earthquakes in y6)

Core Learning of This Unit:

- Recap UK and continents. Begin to introduce latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night)
- Identify human and physical features of coastlines (retrieval from Y1)
- Where did Mary Anning find fossils? Why along the coastline? Identify where fossils have been found over the globe. Include e.g. woolly mammoths. Start to discuss how and why do coastlines change over time? Include White Cliffs of Dover and Siberia (Russia) To locate in the UK where there is evidence of the Stone Age. Where are different landmarks in the UK? These should include Newgrange, Cheddar Gorge, Skara Brae and Stonehenge
- Know about the Great Barrier Reef and how this is changing. How have humans affected this?
- Create booklet/postcard to explain differences between 2 coastline locations using explanations, maps etc.
- **Virtual fieldwork question:** What are the different landscapes found along the coastline? Use Digimaps and Google Maps to support this.

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Where we live - settlements and population – has been tweaked from Wakefield and Leeds

Core Learning of This Unit:

- Recap of where we live (village, city, country, continent).
- Locate counties in Yorkshire and the UK. Look at aerial maps to see physical and human features of these.
- What did first settlers need when choosing a location? Think about the distribution of natural resources including energy, food, minerals and water
- Why did people first settle in Wakefield? Can also do research of why your family came to Wakefield. Link with trading (wool, coal, corn, textiles) . Can focus in on Wrenthorpe Pottery (Potovens).
- Explore names of different places and their name meanings – e.g. mouth meaning river in original Old English - Portsmouth, Plymouth
- How has transport changed over time?
- **Field work question – Is traffic a current problem in our area? Should there be a 20mph speed limit outside of school? Children carry out data collection and could write/create campaign.**

School grounds/ local area field work question: Is traffic a problem in our area? Should there be a 20mph speed limit outside of school?

Note: Chn have learnt about History of Yorkshire coal mining, this unit travels further back in time looking at settlements – henceforth why this is located in KS2

Agriculture

Core Learning of This Unit:

- What is rural and urban? Identify different types of settlements within the UK e.g. villages, towns, cities. How might they change over time?
- What are the different types of farming?
- How can rivers affect farming? Locate different rivers in Yorkshire and the UK and where these are in location to some farms. Include The Ouse, River Aire, River Calder
- What was the agricultural revolution and how did it affect where we live and other countries?
- Explain why farming and produce is so important and why it has changed over time.
- Which other countries does our food come from?
- **Fieldwork question :** What is grown in the local area? Does our food need to travel long distances? What are the benefits to using local produce and produce from abroad? Use some foods from supermarket to identify where foods are grown.

Field work/virtual fieldwork question: What is grown in the local area? Does our food need to travel long distances? Can a farm visit be organised or a visitor?

Year 4: Key knowledge/skills by the end of the year

- Locate the world's countries, using maps to focus on the UK and Europe and South America
 - Name and locate some capital cities in Europe, including London and Athens
 - Locate and explain topographical features (rainforests)
 - Explain human and physical changes in Wakefield over time
 - Understand similarities and differences between the UK and Greece
 - Explain how we can look after rainforests and how we can be more sustainable in our environment
- Use a range of maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
 - Use fieldwork to observe, measure, record and present data
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the wider world

Year 4 **The UK and Greece**

Core Learning of This Unit:

- Recap countries and capital cities in Europe including London, Paris, Berlin, Rome, Vatican City, Stockholm, Copenhagen, Helsinki, Belgrade, Athens, Brussels, Lisbon, Oslo, Tallinn, Reykjavik
- Locate Greece, its islands, sea and cities, climate, landscape
- Explore the climate and landscape of the UK and Greece.
- What do the UK and Greece import and export?
- To compare different climates and land use between the UK and Greece e.g. London and Athens. What are population differences?
- To explain the similarities and differences between the two cities.
- **Virtual fieldwork question:** Which city has more resources for tourists?

Virtual fieldwork question: Which city has more resources for tourists?

Rainforests and sustainability

Core Learning of This Unit:

- Recap different places on the surface of the planet Earth so that latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn.
- Use an atlas to explore different climate zones so that we can understand that different living things survive in many different habitats around the world. Where are the rainforests of the world? Focus in on Brazil. Locate some human features of Brazil, as well as physical. These should include The Amazon Rainforest and Christ the Redeemer. Do we have rainforests in the UK? What is similar/different about our forests (Sherwood Forest)?
- To understand and describe climate, biomes, vegetation and animals so that we can identify the features of the layers of vegetation in the rainforest
- To explore changes to the way land is used in the rainforest so that we can begin to understand the reasons and dangers of deforestation
- To consider the impact of how we live our lives on the environment so that we can start to think about how to live more sustainably
- To explore changes to the way land is used in the rainforest so that we can begin to understand the reasons and dangers of deforestation
- To create leaflets/explanations on how to look after rainforests/live more sustainably.
- **Fieldwork question:** How can we be more sustainable in our school?

School grounds/ local area fieldwork question: How can we improve sustainability in our school?

Town Planners
Changed from landmarks

Core Learning of This Unit:

- Learn explicit skills on how to interpret an Ordnance Survey map and the symbols used within these
- Learn how to use 4 and 6 figure grid references
- How has Wakefield changed over time? Compare 2 different Ordnance Survey maps of Wakefield from two different time periods. What similarities and differences are there? What human and physical features are there? What might be the reasons for changes?
- What is a town planner? Look in detail at how land is used in the local area (Wrenthorpe).
- **Field work question:** How could land use in the local area be improved to enhance the public's experience? Collect data/ interview community. Create your own maps/suggestions of how this could be improved.

School grounds/ local area field work question: How could land use in the local area be improved to enhance the public's experience? Collect data/ interview community. Create your own maps/suggestions of how this could be improved.

Year 5 : Key knowledge/skills by the end of the year

- Locate the world's countries, using maps to focus on the UK and Europe and Russia
- Name and locate some capital cities of places studied, including London, Berlin and Moscow
- Locate and explain topographical features (mountains and hills and biomes- tundra)
 - Explain some human and physical features in London and Berlin
 - Explain how WW2 changed the London skyline
 - Explain what plate tectonics are
 - Explain how mountains are formed
 - Explain how the tundra is different/similar to desert
- Use a range of maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
 - Use fieldwork to observe, measure, record and present data
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the wider world

Year 5

London and Berlin - tweaks

Core Learning of This Unit:

- Locate countries and continents of axis and allies during WW2 – children should be able to name and locate many of the countries.
- Locate cities/villages/towns where children were evacuated to and from and the reasons why.
- Name and locate capital cities in these countries and some of their landmarks including:
Revising Big Ben, Tower of London, Houses of Parliament, St Pauls
- New landmarks: Hampton Court Palace, Tower Bridge, London Bridge, London Eye, Brandenburg Gate, Reichstag Building, Churchill Museum and Cabinet War Rooms, The Anne Frank House, Dunkirk, Holocaust Memorial etc.
- Virtual fieldwork (can be also done in real life on trip to London) How did WW2 change the townscape and skyline of London? Think also about rebuilding e.g. Festival of Britain**

Virtual and trip fieldwork question How did WW2 change the townscape and skyline of London?

Trip to London in Summer term

Biomes and the Russian tundra – slight tweak

Core Learning of This Unit:

- To identify and explain the significance of geographical terms so that we can explain different ways that the Earth can be divided - identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
- Use maps to recognise different time zones across the World – link to Science work on Space
- To know and understand what a biome is. To know about different biomes across the world and understand the geographical language for biomes
- To describe and understand key aspects of: physical geography including: biomes, vegetation belts, climate zones
- Explain the difference and similarities between a desert and a tundra
- Know about food webs within the Russian tundra (Siberia) and other tundra.
- **Field work : Collect and analyse statistics and other information in order to draw clear conclusions about the Russian tundra. How do plants and animals adapt to their environments? How do plants and animals adapt to their environment in the tundra? How do plants and animals adapt to their environments in the UK?**

Local area/school grounds field work question: How do plants and animals adapt to their environment in the tundra? How do plants and animals adapt to their environments in the UK?

Plate tectonics (hills and mountains) – slight tweak

Core Learning of This Unit:

- Know about plate tectonics and identify fault lines
- To identify mountain ranges in the UK including Lake District, Pennines, Grampian Mountains
- To identify mountain ranges in the world including : Himalayas, Andes, Alps, Rocky Mountains
- To identify features of mountains
- How and why are mountains formed?
- Compare mountain in UK e.g. Ben Nevis to one in another country e.g The Alps/ Everest
- Virtual fieldwork question : Which mountain of those we have studied has the most tourists and why?**

Virtual field work question: Which mountain (of those we have studied) has the most tourists and why?

Year 6 : Key knowledge/skills by the end of the year

- Locate the world's countries, using maps to focus on the UK, Europe and Africa
- Name and locate some capital cities of places studied, including Cairo and London.
- Locate and explain topographical features (volcanoes, earthquakes, rivers)
 - Explain some human and physical features in London and Cairo
 - Explain similarities and differences
 - Explain what plate tectonics are
 - Explain how earthquakes and volcanoes happen
 - Explain how they are measured/predicted
 - Explain features of rivers and locate some in the UK
 - Explain fairtrade and the impact of this
- Use a range of maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
 - Use fieldwork to observe, measure, record and present data
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the wider world

Mini focus: London and Cairo

Rivers in the UK and the Nile

Core Learning of This Unit:

- Locate Egypt and Egyptian cities on a map. Locate the river Nile and famous landmarks including: Valley of the Kings, The Sphinx, The White Desert
- Discuss the physical and human geographical features of Cairo today. How does this contrast London? **Use 6 figure grid references and Google Maps or Digimaps**
- To understand and label different part of rivers and why these are so important
- Locate main rivers in UK and Europe including : Why do rivers flood? Link to previous flooding in Yorkshire and UK including: Severn, Thames, Trent, Ouse, Danube, Seine, Volga.
- To know why the River Nile was and is so important to the Egyptians
- **Virtual Fieldwork: Was building the Aswan Dam a good idea? (Children look at advantages and disadvantages to a range of people, animals, economy etc)**

- *Virtual Fieldwork: Was building the Aswan Dam a good idea? (Children look at advantages and disadvantages to a range of people, animals, economy etc)*
- *Visit – Book visit from/ to Yorkshire Water via website. Living with water (floods plans etc relevant for Y6)*

Natural disasters - Earthquakes and volcanoes (taken volcanoes from y3 – Y5 do plate tectonics)

Core Learning of This Unit:

- To know the locations of tectonic plates and fault lines (retrieval from Y5)
- To know what an earthquake is and what happens during it. Know why this can trigger volcanoes and earthquakes.
 - Know what volcanoes are – know about Pompeii and Vesuvius
- To locate volcanoes and identify earthquakes around the world and the causes of these
- To know how scientists are able to predict and measure natural disaster
- To research a specific earthquake and know what life is like after a natural disaster so that we can understand the physical and human effects
- To know how humans can deal with natural disasters and learn from them

Virtual fieldwork question: Why do people live near volcanoes?

Virtual fieldwork question: Why do people live near volcanoes? Think about farming, tourism, fertile land

Case study : Fairtrade

Core Learning of This Unit:

- What do we trade and why? Explain the UK's trade links with other countries. To explain the global economy and the global supply chain
 - Who do we trade with ? Locate countries and cities across the world. How do we distribute goods to these countries and vice versa?
 - How does the UK trade with El Salvador (or similar)? What is fair trade and why is it important?
- Field work question: Can we convince more people to understand and opt for fair trade products? (Children can host an information morning for Y3)**

School based and community field work question : Can we convince more people to understand and opt for fair trade products?

Residential Trip involving map work and orienteering.