



The Federation of the Church Schools of Shalfleet and Yarmouth

GEOGRAPHY	EYFS Link	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<p>Knowledge And Skills</p>	<p>Locational Knowledge:</p> <p>People, Culture and Communities: Children build an understanding through first hand experience and secondary sources of their immediate environment: -Living on an Island and their location within the island. - Their local community, Freshwater and Yarmouth towns. -The Isle of Wight's location in terms of the mainland.</p> <p>Understanding the World</p> <p>People, Culture and Communities: Children begin to use maps, with support, to locate places linked to local area and child led learning.</p> <p>Children can use their senses, drawing and discussion to share observations they make.</p> <p>Children grow in their understanding and use of books and the internet for gaining further information.</p> <p>The World: Children begin to learn about the wider world, countries within the UK and further afield, discussing similarities and differences that exist.</p> <p>The World: Children begin to use globes, with support, to locate areas of discussion.</p> <p>The Natural World: Children are given frequent opportunities to explore the natural world around them, both in child led learning and guided teaching. Children develop their use and role of drawing and mark making in their explorations. Children identify seasons and comment on changes that they observe, including daily weather.</p>	<p>Locational Knowledge: 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.</p> <p>Place Knowledge: Understand geographical similarities and differences through studying the human and physical geography of the Isle of Wight, and a small area of a contrasting non-European country.</p> <p>Identify similarities and draw comparisons based on the Human and Physical features of the local and contrasting area.</p> <p>Human and Physical: 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 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.</p> <p>Using their senses, exploring and investigating their immediate, environment measuring, sorting and observing. Drawing and discussion.</p> <p>Geographical skills and fieldwork: Look at and use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. Use simple compass directions (North, South, East and West) and locational and directional language 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 Yarmouth and Shalfleet Schools and the grounds including the key human and physical features of the surrounding environment.</p> <p>Discuss basic human and physical features. Devise a simple map including a basic key.</p> <p>Begin to ask questions, come up with a range of methods to answer the questions through planning</p>	<p>Revise and secure KS1 objectives.</p> <p>Locational Knowledge:</p> <p>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 characteristics, countries, and major cities.</p> <p>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.</p> <p>Identify Globally significant places, terrestrial and marine environments.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle,</p> <p>Place Knowledge: Understand geographical similarities and differences through studying the human and physical geography of Hampshire or the Isle of Wight and in Year 3: European region and in Year 4: A region of South America.</p> <p>Human and Physical: Physical geography, including rivers, climate zones, biomes and vegetation belts, volcanoes, tornadoes, tsunamis, earthquakes, mountains and the water cycle.</p> <p>Human geography, including: types of settlement and land use and economic activity.</p> <p>Extreme weather, the processes involved in the causes and effects of extreme weather, begin to understand the impact of humans on the earth.</p> <p>Geographical skills and fieldwork: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Begin to 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 their knowledge of the United Kingdom and the wider world.</p> <p>Ask and answer questions, 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,</p>	<p>Revise and secure LKS2 objectives.</p> <p>Locational Knowledge:</p> <p>Locate the Tropics of Cancer and Capricorn, the Prime/Greenwich Meridian and time zones (including day and night) using coordinates and indexes.</p> <p>Place Knowledge: Understand geographical similarities and differences through studying the human and physical geography of Hampshire or the Isle of Wight and in Year 5: A region of North America and in Year 6: A region of Eastern Europe. Exploring the impacts of tourism on a local area.</p> <p>Develop their analytical skills by comparing areas of the UK and outside of the UK. They have a deeper knowledge of people, resources, natural environment. Children are now conducting independent research asking and answering questions.</p> <p>Human and Physical:</p> <p>Physical geography, including climate zones, biomes and vegetation belts, mountains and the water cycle.</p> <p>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;</p> <p>Geographical skills and fieldwork:</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass, four and six-figure grid references, and coordinates, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>Use fieldwork to ask and answer questions, 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.</p> <p>Use findings to make judgements and draw conclusions.</p> <p>Explain what makes a good map symbol and why.</p>

	<p>Children make observations of plants and animals in the school and local area. Children develop curiosity to explore first hand and then expand knowledge with secondary sources.</p> <p>The Natural World Children begin to understand use of their senses when observing and investigating their immediate, environment.</p> <p>They build their vocabulary which aids with their discussion of observations.</p> <p>Fieldwork</p> <p>To begin to explore and answer simple questions. For example a litter survey and sketches of the local area.</p>	<p>fieldwork, collecting field data, making basic judgement and conclusions. In the following areas Traffic, Litter, Land Use, Weather and Vegetation.</p> <p>Fieldwork Exploring and collecting fieldwork based on following areas Traffic, Litter, Land Use, Weather and Vegetation.</p>	<p>and digital technologies. Use findings to make judgements and draw conclusions.</p> <p>Fieldwork Exploring and collecting fieldwork based on Weather, Rivers, Local Settlements and agriculture.</p>	<p>Fieldwork Exploring and collecting fieldwork based on Erosion, rocks and soils, vegetation and use of landscape</p>
Vocabulary	<p>Understanding the World</p> <p>People and Communities: Similarities, differences, family, communities and traditions.</p> <p>The World: Similarities, differences, places, objects, materials, living things, environment, observe and changes.</p>	<p>Locational Knowledge: United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, London, Belfast, Cardiff, Edinburgh, capital city, world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica.</p> <p>Place Knowledge: Country Name, Capital City, Population, Weather, Farming, Culture, Rivers, Land use.</p> <p>Human and Physical: Equator, North and South Poles, Beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather, city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>Geographical skills and fieldwork: Compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, changes, tally chart, pictogram, simple bar charts, world map, country, continent, human, physical.</p>	<p>Locational Knowledge: County, country, town, coast, physical features, human features, mountain, hill, river, sea, climate, tropics, tropical, of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle.</p> <p>Place Knowledge: Amazon rainforest, city, physical features, human features, landscape, feature, population, land use, retail, leisure, housing, business, industrial, agricultural.</p> <p>Human and Physical: Mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicentre, shock wave, magnitude, tsunami, tornado, climate, tropics, deforestation, evaporation, water cycle, evaporation, condensation, precipitation, cooling, filter, pollution, settlement, settler, site, need, shelter, food.</p> <p>Geographical skills and fieldwork: Sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates. Agriculture, nuclear, linear, settlement, hydrology, flow, meander, ox-bow lake, riverbed and flow gauge.</p>	<p>Locational Knowledge: Atlas, index, co-ordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, country, city, North America, South America, border, key, the Tropics of Cancer and Capricorn.</p> <p>Place Knowledge: Latitude, Arctic Circle, physical features, climate, human geography, land use, settlement, economy, natural resources.</p> <p>Human and Physical: Environmental disaster, settlement, resources, services, goods, electricity, supply, generation, renewable, non-renewable, solar power, wind power, biomass, origin, import, export, trade, efficiency, conservation, carbon footprint, peak, plateau, fold mountain, fault-block mountain, dome mountain, volcanic mountain, plateau mountain, tourism, positive, negative, economic, social, environmental.</p> <p>Geographical skills and fieldwork: Atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, Silva compass, legend, borders, fieldwork, measure, observe, record, map, sketch, graph, Land Use, settlement, stag, erosion, cave, biome, vegetation, flora, fauna, metamorphic, igneous and sedimentary, fossil, trace fossil.</p>
Resources – Including link to Reading	<p>Understanding the World</p> <p>Non-fiction texts, website, tuff trays, local environment (School grounds, Copse, local beaches and areas of local interest).</p> <p>Visitors.</p> <p>Library (School, council and educational).</p>	<p>Locational Knowledge: World, Regional and Local maps, Google Earth, Internet, Atlases, range of Literature, visits and visitors. Library (School, council and educational).</p> <p>Place Knowledge: World, Regional and Local maps, Google Earth, Internet, Atlases, range of Literature, visits and visitors. Library (School, council and educational).</p>	<p>Locational Knowledge: World, Regional and Local maps, Google Earth, Internet, Atlases, range of Literature, visits and visitors. Library (School, council and educational).</p> <p>Place Knowledge: World, Regional and Local maps, Google Earth, Internet, Atlases, range of Literature, visits and visitors. Library (School, council and educational).</p>	<p>Locational Knowledge: World, Regional and Local maps, Google Earth, Internet, Atlases, range of Literature, visits and visitors. Library (School, council and educational).</p> <p>Place Knowledge: World, Regional and Local maps, Google Earth, Internet, Atlases, range of Literature, visits and visitors. Library (School, council and educational).</p>

	<p>Science resources.</p>	<p>Human and Physical: World, Regional and Local maps, Google Earth, Aerial photographs, Internet. Library (School, council and educational).</p> <p>Geographical skills and fieldwork: World, Regional and Local maps, Google Earth, Internet, Atlases, range of Literature, visits and visitors. Compasses, Litter Quadrant, Rain gauge, Clipboards, a range of recording devices. Library (School, council and educational).</p>	<p>Human and Physical: World, Regional and Local maps, Google Earth, Aerial photographs, Internet. Library (School, council and educational).</p> <p>Geographical skills and fieldwork: World, Regional and Local maps, Google Earth, Internet, Atlases, range of Literature, visits and visitors. Compasses, Sun dial, Rain gauge, Clipboards, a range of recording devices to measure a range of variables. Library (School, council and educational).</p>	<p>Human and Physical: World, Regional and Local maps, Google Earth, Aerial photographs, Internet. Library (School, council and educational).</p> <p>Geographical skills and fieldwork: World, Regional and Local maps, Google Earth, Internet, Atlases, range of Literature, visits and visitors. Compasses, clipboards, a range of recording devices to measure a range of variables. Meteorological recording device. Library (School, council and educational).</p>
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