GEOGRAPHY

AT SHALFLEET AND YARMOUTH CHURCH OF ENGLAND PRIMARY SCHOOLS

OUR INTENT

- By the time our children leave our school, our geography provision will have provided them with a deeper understanding of both the physical and human world we live in, exploring the relationship between the two and having a profound consideration for their impact on it.

The Federation of the Church Schools of Shalfleet and Yarmouth
Curriculum for Learning Overview

What are we trying to achieve?

Lifelong Achievement

Our purpose is to educate children in an atmosphere of Christian love where all achieve the very best they can, now and throughout their lives

Curriculum Values

- **Relationships** – We have strong partnerships and positive relationships
- **Determination** – We are determined to do our very best to achieve
- **Respect** – We show respect to others and the environment

Design principles to inspire & challenge

- Coherent learning links and pathways
- Strong working partnerships
- High quality outcomes, deep learning
- Valuing all children, learning is accessible to all
- Challenging, engaging and motivating
- Opportunities for memorable experiences
- Promotes independence and curiosity
- Broad, relevant and balanced Local, Mainland, Global

How do we implement ?

The curriculum as the entire planned learning experience

Components

Lessons | Topics | Events/Trips | Environment | Enrichment/Inspire | Partnerships

Teaching for Learning

Clear understanding of cognition and learning – Good subject knowledge – Skilful instruction, coaching and facilitating – Flexible and responsive teaching strategies – Stimulating and well organised learning environments – Effective use of assessment - High expectations and productive interactions

Approaches

Sequences of learning that link key ideas in subject domains - rich connected learning journeys – clear progression of learning – flexible inclusion strategies to tackle educational disadvantage - social, moral, spiritual, cultural education

EYFS/National Curriculum

CLL | PSED | PD | Literacy | Maths | UW | EAD

Eng | Ma | Sci | Comp | D&T | Hist | Geo | A&D | Music | PE | MFL | PSHE | RE

What is the impact?

Successful Learning

Positive relationships and interactions | Appropriate learning opportunities understood by pupils | Children understand how to be successful | Oral and written feedback that has impact | Dialogic talk and rich questioning | Developing meta-cognition | Moderation underpins standards | Effective use of assessment driving tailored learning | Target setting and review

Systematic monitoring, action and review : Do design principles translate into an inspiring and challenging curriculum for all?

Our curriculum impact can be measured by…

Evidenced by…

- High achievement and outcomes for all across the curriculum
- Good behaviour, positive attitudes and high attendance
- Teaching that is engaging and consistently good for all
- Motivated teams & positive learning culture
- Confident, kind, respectful, determined learners

GEOGRAPHY AT THE FEDERATION OF THE CHURCH SCHOOLS OF SHALFLEET AND YARMOUTH

Federation Vision for geography – Intention for Children

By the time our children leave our school, our geography provision will have provided them with a deeper understanding of both the physical and human world we live in, exploring the relationship between the two and having a profound consideration for their impact on it.

Big Ideas

- Locational and Place Knowledge – continents, oceans, United Kingdom, the world's countries (focusing on environmental regions, key cities and topographical features)
- Human and Physical – topographical land forms, climatic zones, biomes, settlements, land use, trade links and natural resources distributions.
- Geographical skills and fieldwork - map and compass work, recording of human and physical features of a local area.

Content and Sequencing (Broad, relevant and balanced)

Place (United Kingdom)- name the countries and capitals (KS1), name and locate counties and geographical features (KS2)
Place (World) – name 7 continents and 5 oceans (KS1) locate world's countries and capital cities, understand environmental regions and features (KS2)
Physical – know daily weather patterns (KS1) describing and understanding climate zones, biomes and vegetation belts (KS2)
Human – learn basic vocabulary linked to human geography (KS1) types of settlement, land use, trade links and distribution of natural resources (KS2)
Maps – use to locate UK, continents and oceans (KS1) use maps (digital/computer) to locate countries and describe features.
Compass – Use simple compass directions (KS1) use the 8 points of a compass and understanding 4 or 6 figure grid references (KS2)
Fieldwork – within school grounds (KS1) local area study (KS2)

Vision for the Federation Learning Principles in Geography

Coherent Learning Links and Pathways:	Strong Working Partnerships:	High Quality Outcomes/Deep Learning:	Valuing All Children/Accessible Learning:	Challenging, Engaging and Motivating:	Opportunities for Memorable Experiences:	Promotes Independence and Curiosity:	Local, Mainland and Global:
Geographical work is underpinned by strong maths skills in areas such as statistics and measurement.	Children are able to embed strong geographical skills working together through a range of fieldwork and activities.	Through teaching children will gain a greater understanding of cause and effect within physical and human geography.	All children in our Federation have opportunities to gain an insight into the physical and human world.	Children will be inspired by exploring unknown realms of the natural world and being motivated to delve further into them.	Through fieldwork children will be able to explore and investigate first hand their local geography.	Giving children ownership to explore the physical and human world around us.	Understand geographical similarities from a range of locations.

Links with English and Maths

- Data recording (e.g. populations)
- Coordinate reading
- Reading through research opportunities
- Oral instructions
- Directional language

Progress

Geographical enquiry is evidenced within books building on from prior knowledge. Concepts and geographical processes are built upon leading to a breadth of understanding of our World.
Comparisons to our own community and locations at a global extent are evidenced throughout the year groups.

Support

Everyone has access to the geography National Curriculum.
Activities adapted in accordance to children's needs.
Resources (e.g. maps) are adapted to be suitable for different children's needs.

PROGRESSION OF SKILLS

1. Knowledge
2. Skills
3. Vocabulary
4. Resources
5. Overview of coverage

GEOGRAPHY	EYFS Link	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Knowledge	**Understanding the World** **People and Communities:** Children know about similarities and differences between themselves and others, and among families, communities and traditions **The World:** Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur and discuss changes.	**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. **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**. **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. **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.	**Revise and secure KS1 objectives.** **Locational Knowledge:** 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. 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. Identify Globally significant places, terrestrial and marine environments. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere **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. **Human and Physical:** Physical geography, including climate zones, volcanoes, tornadoes, tsunamis, earthquakes and the water cycle. Human geography, including: types of settlement and land use **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. 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.	**Revise and secure LKS2 objectives.** **Locational Knowledge:** Locate the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). **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. **Human and Physical:** Physical geography, including climate zones, biomes and vegetation belts, **mountains** and the water cycle. 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; **Geographical skills and fieldwork:** Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 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 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.

Skills	**Understanding the World** **People and Communities:** Children can use their senses. Drawing and discussion. **The World:** Using their senses, exploring and investigating their immediate, environment measuring, sorting and observing. Drawing and discussion. **Fieldwork** To begin to explore and answer simple questions. For example a litter survey and sketches of the local area.	**Locational Knowledge:** Begin to look at and use World and regional maps, atlases and globes. Google Earth. **Place Knowledge:** Use World and regional maps, atlases and globes. Google Earth. Identify similarities and draw comparisons based on the Human and Physical features of the local and contrasting area. **Human and Physical:** Use World and regional maps, atlases and globes. Google Earth. Using their senses, exploring and investigating their immediate, environment measuring, sorting and observing. Drawing and discussion. **Geographical skills and fieldwork:** Look at and use world maps, atlases and globes to identify the associated studied areas. Use a compass to identify direction. Begin to use locational and directional language to describe the features and routes on a map. Discuss basic human and physical features. Devise a simple map including a basic key. **Fieldwork** Begin to ask questions, come up with a range of methods to answer the questions through planning fieldwork, collecting field data, making basic judgement and conclusions. In the following areas Traffic, Litter, Land Use, Weather and Vegetation.	**Locational Knowledge:** Building on KS1 knowledge of the UK, children begin to explore more of the world, understand how the world has zones and the significance of those zones. Locating places and features accurately on maps also becomes a focus. **Place Knowledge:** Children develop vocabulary relating to physical and human geographical features from KS1. They begin to develop the skills of comparing regions, by focusing on specific features. Children focus on comparing regions of the UK in depth and start to look at an area outside of the UK. **Human and Physical:** Children have a stronger understanding of the difference between physical and human geography. They use more precise vocabulary, explaining the processes of physical and human geography and their significance. They learn more about extreme weather, the processes involved in the causes and effects of extreme weather, as well as beginning to understand the impact of humans on the earth. **Geographical Skills and Fieldwork:** Build on prior skill to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. To use symbols and simple keys (including the use of Ordnance Survey maps). Continue to develop their knowledge of the United Kingdom and the wider world. Use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies. **Fieldwork** Continue to ask questions, come up with a range of methods to answer the questions through planning fieldwork, collecting field data, making judgement and drawing conclusions. Exploring and collecting fieldwork based on Weather, Rivers, Local Settlements and agriculture.	**Locational Knowledge:** Children use their knowledge of longitude, latitude, coordinates and indexes to locate places focusing more on countries outside of Europe. **Place Knowledge:** 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. **Human and Physical:** Deepening their understanding of the difference between physical and human geography, explaining the terminology of both aspects of geography and using the key vocabulary to demonstrate their knowledge and understanding. **Geographical Skills and Fieldwork:** Children build on their map skills by communicating locations through grid references and coordinates. They also explain what makes a good map symbol and why. Children focus on observing and recording the changes of human features over time. Use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies. **Fieldwork** Ask questions, come up with a range of methods to answer the questions through planning fieldwork, collecting field data, making concise judgements and drawing conclusions that show an understanding of other processes. Exploring and collecting fieldwork based on Erosion, rocks and soils, vegetation and use of landscape.

Vocabulary	Understanding the World **People and Communities:** Similarities, differences, family, communities and traditions. **The World:** Similarities, differences, places, objects, materials, living things, environment, observe and changes.	**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. **Place Knowledge:** Country Name, Capital City, Population, Weather, Farming, Culture, Rivers, Land use. **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 **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.	**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. **Place Knowledge:** Amazon rainforest, city, physical features, human features, landscape, feature, population, land use, retail, leisure, housing, business, industrial, agricultural. **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. **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.	**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. **Place Knowledge:** Latitude, Arctic Circle, physical features, climate, human geography, land use, settlement, economy, natural resources. **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. **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.

Resources – including link to Reading	Understanding the World Non-fiction texts, website, tuff trays, local environment (School grounds, Copse, local beaches and areas of local interest). Visitors. Library (School, council and educational). Science resources.	**Locational Knowledge:** World, Regional and Local maps, Google Earth, Internet, Atlases, range of Literature, visits and visitors. Library (School, council and educational). **Place Knowledge:** World, Regional and Local maps, Google Earth, Internet, Atlases, range of Literature, visits and visitors. Library (School, council and educational). **Human and Physical:** World, Regional and Local maps, Google Earth, Aerial photographs, Internet. Library (School, council and educational). **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).	**Locational Knowledge:** World, Regional and Local maps, Google Earth, Internet, Atlases, range of Literature, visits and visitors. Library (School, council and educational). **Place Knowledge:** World, Regional and Local maps, Google Earth, Internet, Atlases, range of Literature, visits and visitors. Library (School, council and educational). **Human and Physical:** World, Regional and Local maps, Google Earth, Aerial photographs, Internet. Library (School, council and educational). **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).	**Locational Knowledge:** World, Regional and Local maps, Google Earth, Internet, Atlases, range of Literature, visits and visitors. Library (School, council and educational). **Place Knowledge:** World, Regional and Local maps, Google Earth, Internet, Atlases, range of Literature, visits and visitors. Library (School, council and educational). **Human and Physical:** World, Regional and Local maps, Google Earth, Aerial photographs, Internet. Library (School, council and educational). **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).

OUR IMPLEMENTATION

Coverage Grids

GEOGRAPHY IN RECEPTION- SHALFLEET

- Understanding the World
- People and communities
- Field Work

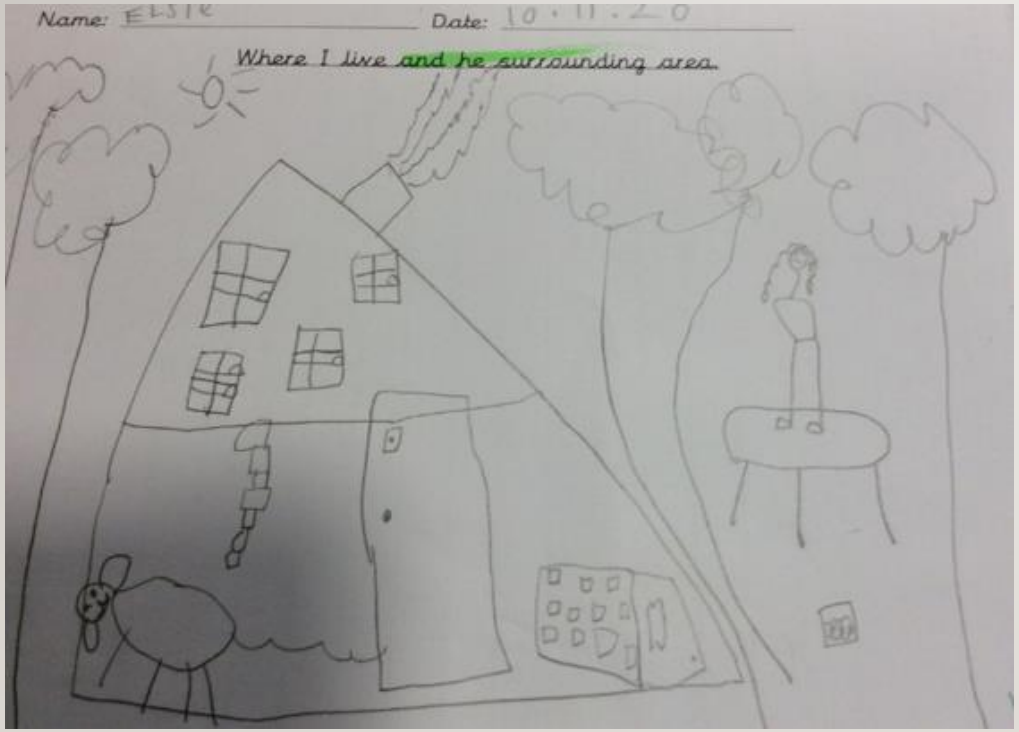
GEOGRAPHY IN YEAR 1 - SHALFLEET

- Locational Knowledge
- Place Knowledge
- Human Geography
- Physical Geography
- Geographical Skills
- Fieldwork

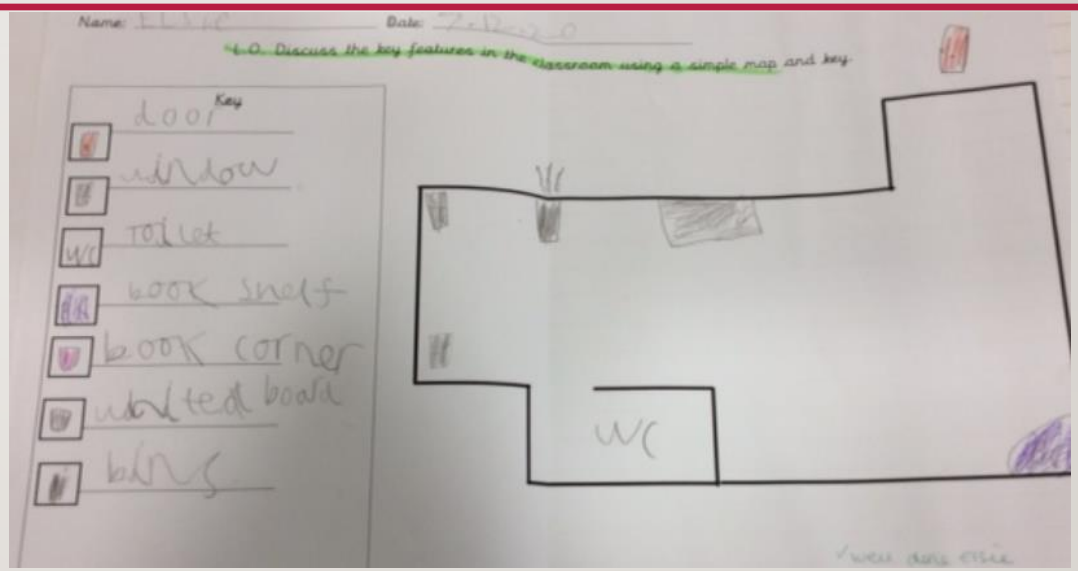
AUT 1 MTP

Spring MTP Y1

LOCATIONAL KNOWLEDGE - SHALFLEET



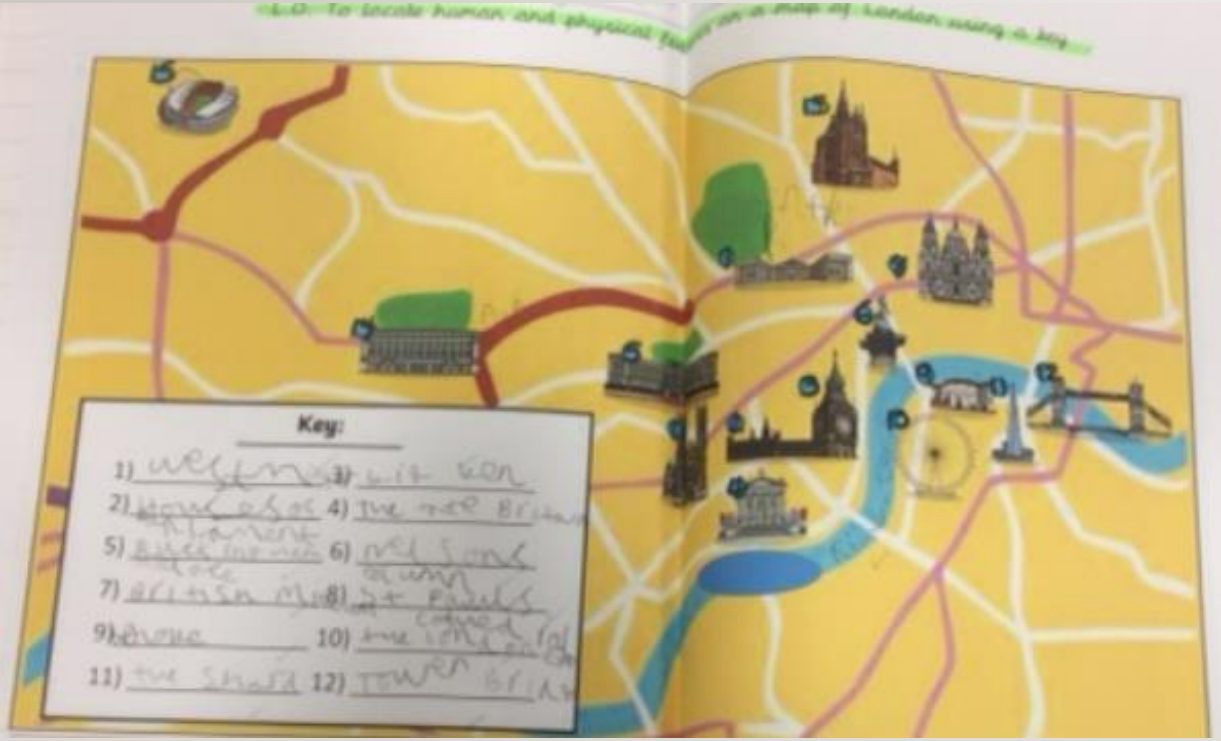
Aut 1: We have been learning about where we live and the local area.



Aut 1: We have been learning to use a key.

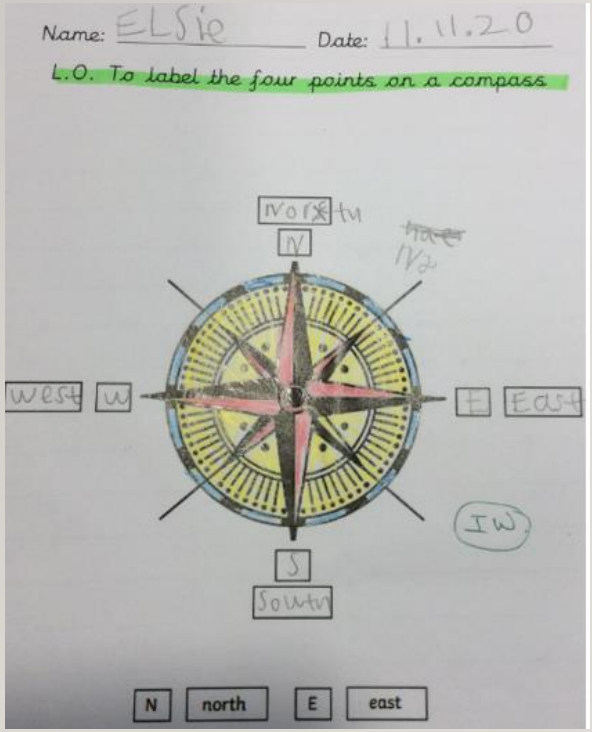
PLACE KNOWLEDGE - SHALFLEET

HUMAN FEATURES - SHALFLEET

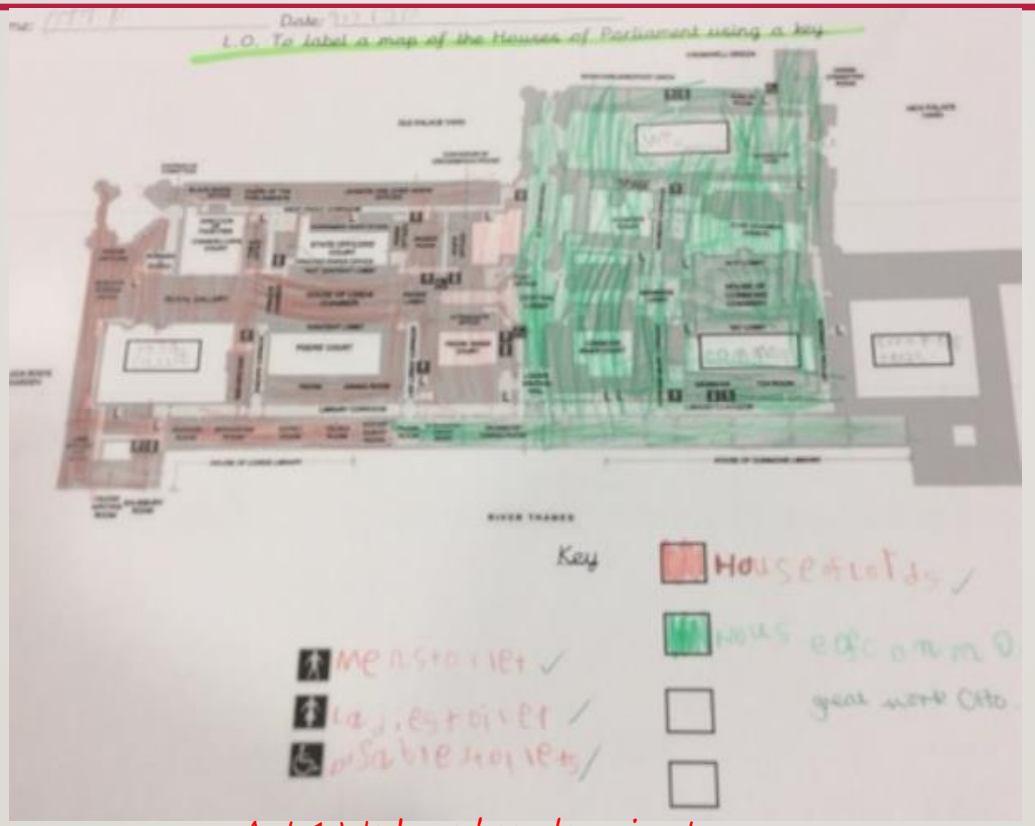


Aut 1:The children are beginning to recognise human and physical features

GEOGRAPHICAL SKILLS - SHALFLEET

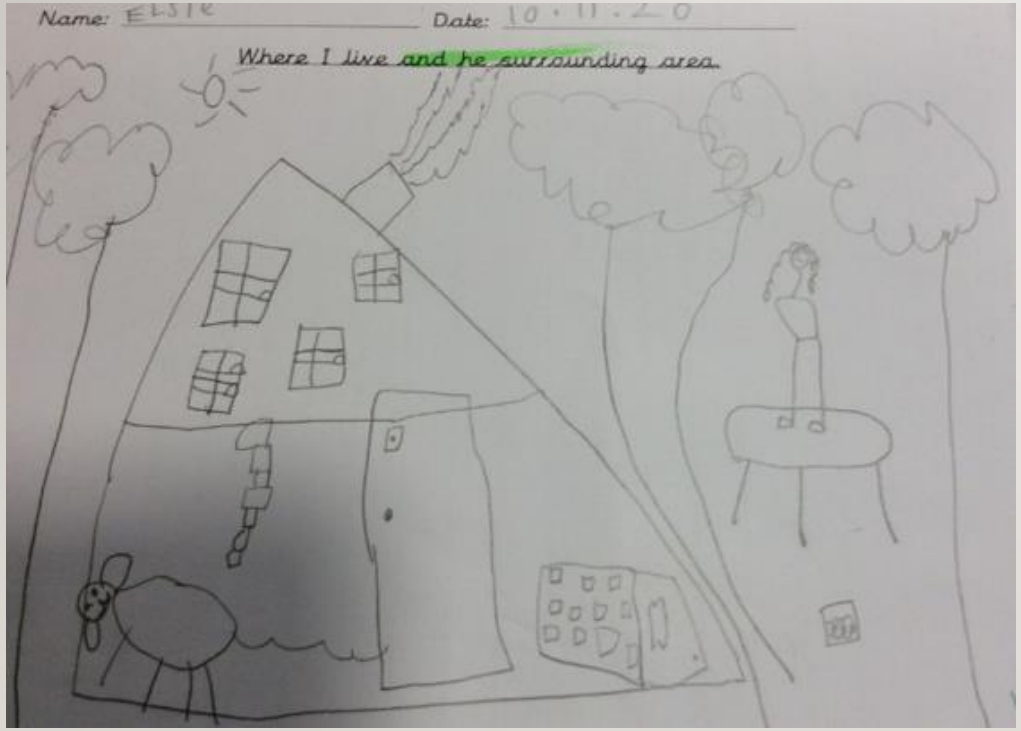


Aut 1: We have been learning to use simple compass directions.



Aut 1:We have been learning to reference a floor plan using a key

FIELDWORK - SHALFLEET



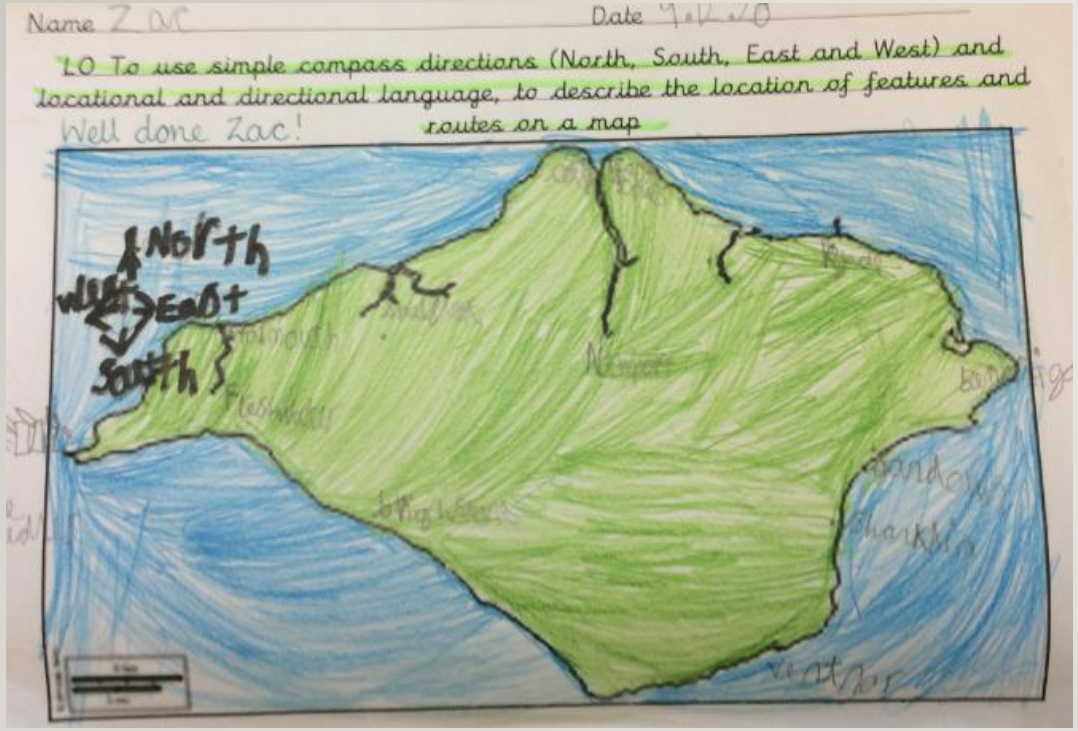
Aut 1: We investigated our local area and the surrounding environment

GEOGRAPHY IN YEAR 2 - SHALFLEET

- Locational Knowledge
- Place Knowledge
- Human Geography
- Physical Geography
- Geographical Skills
- Fieldwork

AUT Y2 MTP

LOCATIONAL KNOWLEDGE - SHALFLEET



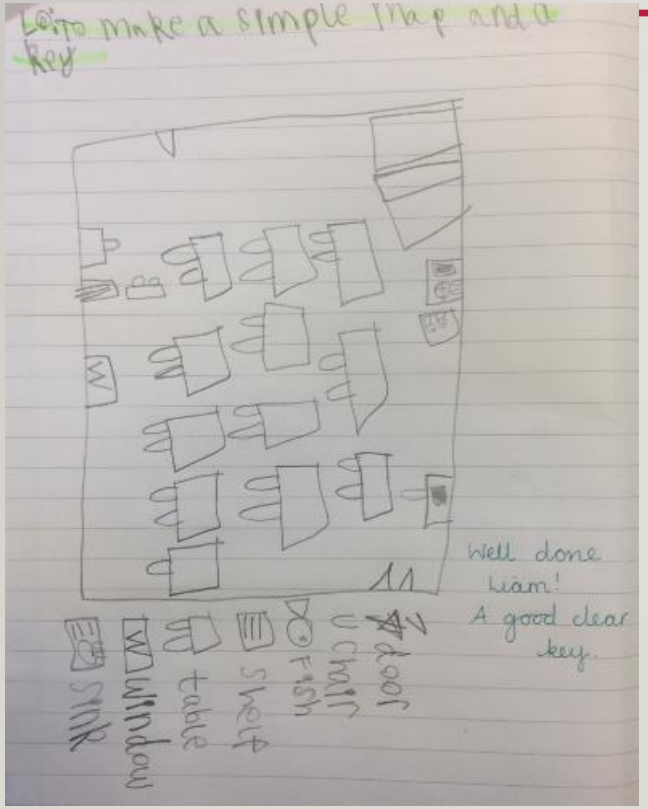
Aut 1: The children have learned about simple compass directions, North, East, South and West

PLACE KNOWLEDGE - SHALFLEET

HUMAN FEATURES - SHALFLEET

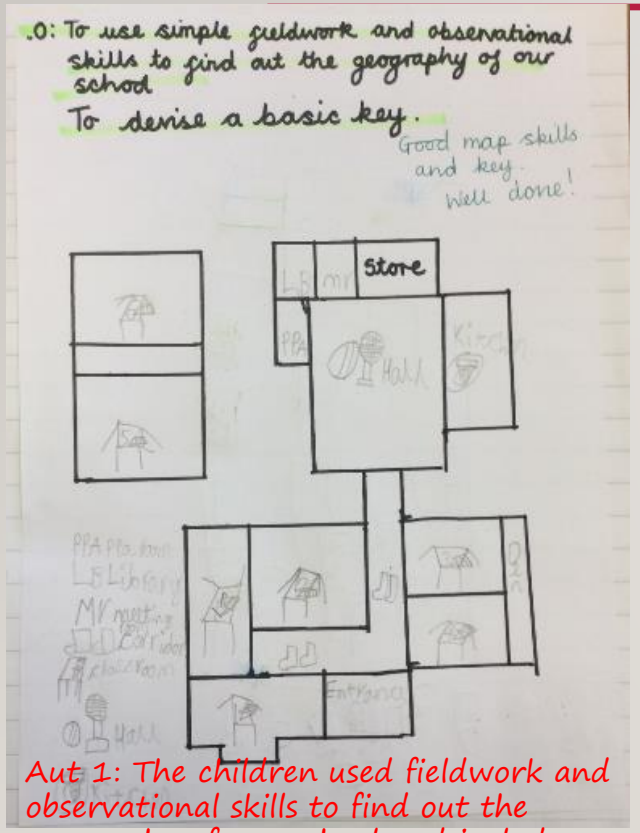
PHYSICAL FEATURES - SHALFLEET

GEOGRAPHICAL SKILLS - SHALFLEET



Aut 1: The children drew a simple map and included a key

FIELDWORK - SHALFLEET



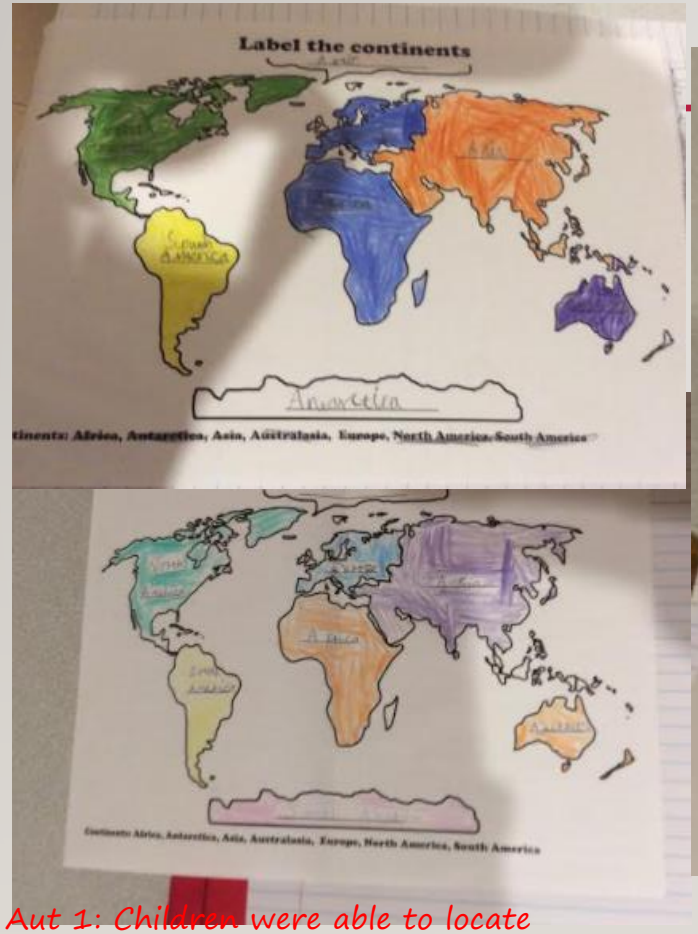
Aut 1: The children used fieldwork and observational skills to find out the geography of our school and include a basic key.

GEOGRAPHY IN YEAR 3 - SHALFLEET

- Locational Knowledge
- Place Knowledge
- Human Geography
- Physical Geography
- Geographical Skills
- Fieldwork

Spring MTP Y3

LOCATIONAL KNOWLEDGE - SHALFLEET



Aut 1: Children were able to locate and label the continents

Aut 1: Children were able to locate where they live and other regional areas.

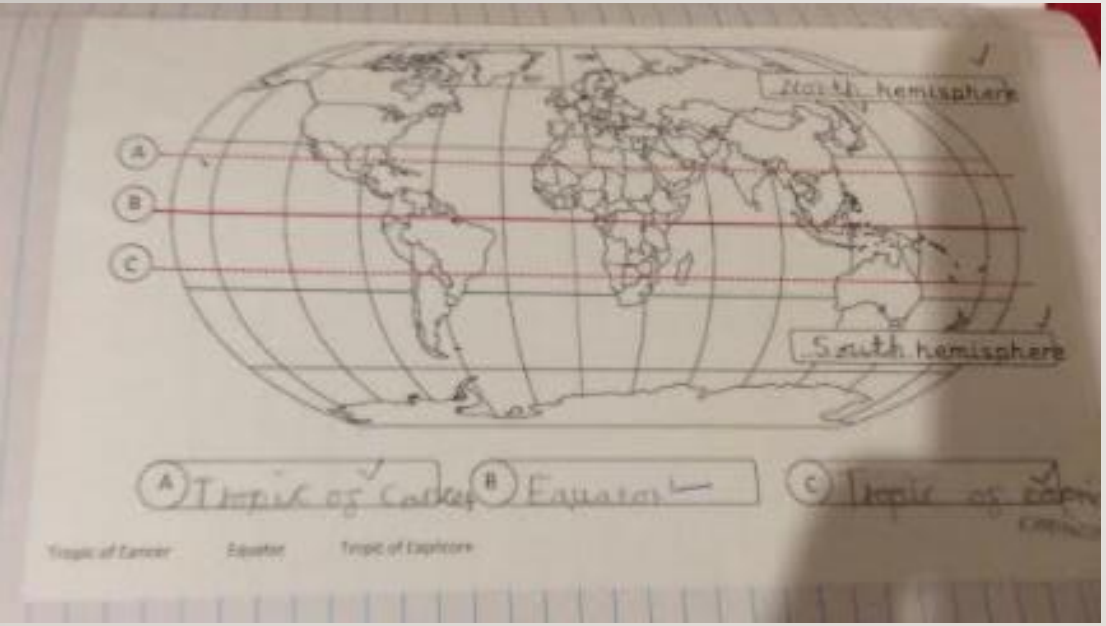
PLACE KNOWLEDGE - SHALFLEET

Aut 1: Children were able to locate where they live and other regional areas.

HUMAN FEATURES - SHALFLEET

PHYSICAL FEATURES - SHALFLEET

GEOGRAPHICAL SKILLS - SHALFLEET



Aut 1: Children were able to show and label the Tropic of Capricorn, the Equator and Tropic of Cancer

FIELDWORK - SHALFLEET

GEOGRAPHY IN YEAR 4 - SHALFLEET

- Locational Knowledge
- Place Knowledge
- Human Geography
- Physical Geography
- Geographical Skills
- Fieldwork

Spring MTP Y4

LOCATIONAL KNOWLEDGE - SHALFLEET

Aut 1: We are learning to name and locate cities of the UK in relation to Roman roads.

PLACE KNOWLEDGE - SHALFLEET

HUMAN FEATURES - SHALFLEET

PHYSICAL FEATURES - SHALFLEET

GEOGRAPHICAL SKILLS - SHALFLEET

FIELDWORK - SHALFLEET

GEOGRAPHY IN YEAR 5 - SHALFLEET

- Locational Knowledge
- Place Knowledge
- Human Geography
- Physical Geography
- Geographical Skills
- Fieldwork

Aut MTP Y5

LOCATIONAL KNOWLEDGE - SHALFLEET

PLACE KNOWLEDGE - SHALFLEET

Aut 1: The children have been studying North America.
They were able to label a map showing various places

HUMAN FEATURES - SHALFLEET

PHYSICAL FEATURES - SHALFLEET

GEOGRAPHICAL SKILLS - SHALFLEET

FIELDWORK - SHALFLEET

GEOGRAPHY IN YEAR 6 - SHALFLEET

- Locational Knowledge
- Place Knowledge
- Human Geography
- Physical Geography
- Geographical Skills
- Fieldwork

Spring MTP Y6

LOCATIONAL KNOWLEDGE - SHALFLEET

PLACE KNOWLEDGE - SHALFLEET

HUMAN FEATURES - SHALFLEET

PHYSICAL FEATURES - SHALFLEET

GEOGRAPHICAL SKILLS - SHALFLEET

FIELDWORK - SHALFLEET

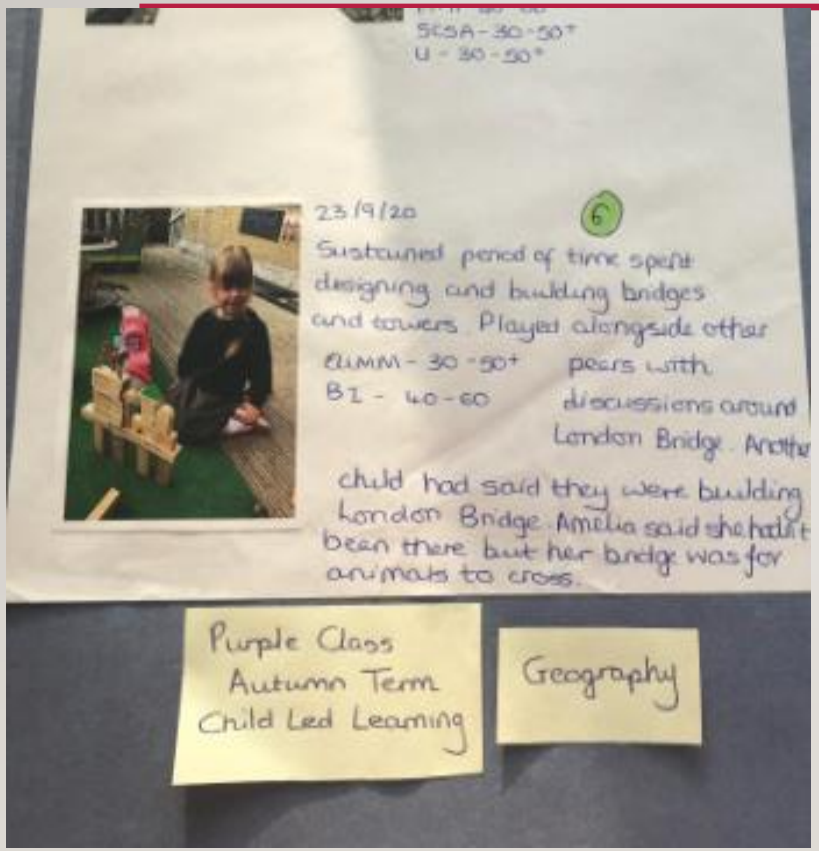
GEOGRAPHY IN RECEPTION- YARMOUTH

- Understanding the World
- People and communities
- Field Work

UNDERSTANDING THE WORLD- YARMOUTH

We also talked about how the polar regions were melting – Iyla was able to explain to the class that glaciers were big bits of ice in the sea and that some animals need to rest on them. We had a circle time to think about how pollution is causing the large ice sheets to melt. We linked our theme to story book, particularly enjoying the story of The Christmas Tree which made us think about recycling our Christmas trees into paper.

PLACE KNOWLEDGE - YARMOUTH

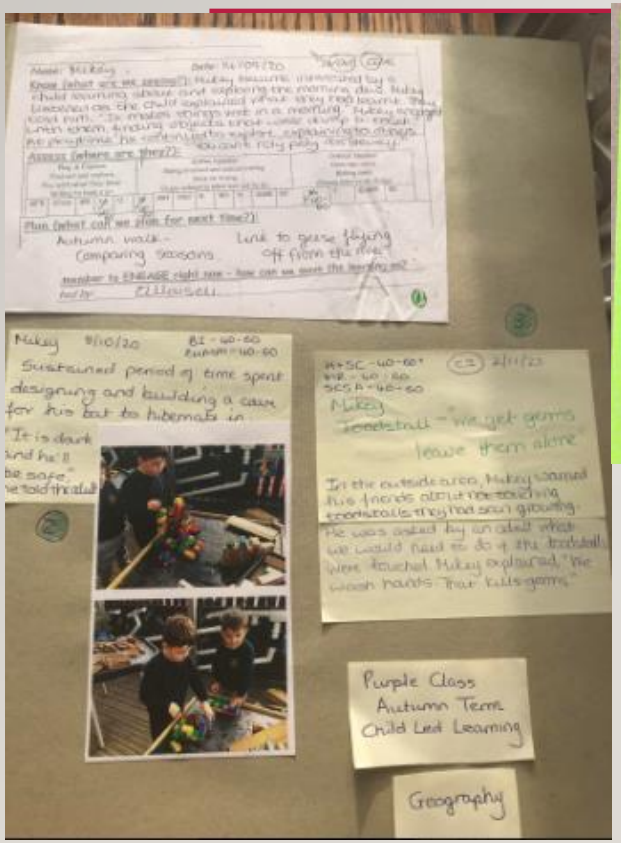


Geography

Projects for Autumn – combination of adult led and child led:

- Seasons – exploring changes to weather, vegetation and animal behavior (including habitats).
- Location of hot and cold places on the globe – linked to migration of geese from The River Yarm
- Location of England's Capital City – linked to discussions of The Houses of Parliament and Tower Bridge.

PEOPLE AND COMMUNITIES- YARMOUTH



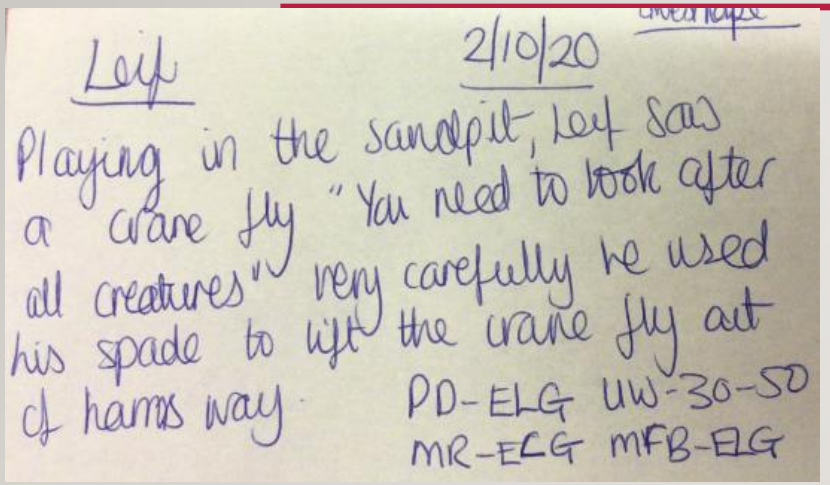
L+A - 40-60 Leif 9/12/20
TW - ELG
Tech - ELG

After a carpet time where a story had led to recycling (and a look at the recycling logo), Leif explained to the adult "On batteries there is a rubbish sign but it has a cross through it. They can't go in the bin. Discussion with adult about why batteries go in special bins because of the chemicals inside.

GEOGRAPHICAL SKILLS - YARMOUTH

This week we have been exploring hot and cot places on the globe and exploring the polar regions and equator. We used hot water bottles and frozen water bottles on our sensory tray to encourage us to think about words to describe these locations. We thought about what animals might live in hot and cold climates.

FIELDWORK - YARMOUTH



Leif 2/10/20

Playing in the sandpit, Leif saw a crane fly "You need to look after all creatures" very carefully he used his spade to lift the crane fly out of harms way

PD-ELG UW-30-50
MR-ECG MFB-ELG

GEOGRAPHY IN YEAR 1 & 2 – YARMOUTH

- Locational Knowledge
- Place Knowledge
- Human Geography
- Physical Geography
- Geographical Skills
- Fieldwork

Aut 1-2 MTP

LOCATIONAL KNOWLEDGE - YARMOUTH

PLACE KNOWLEDGE - YARMOUTH

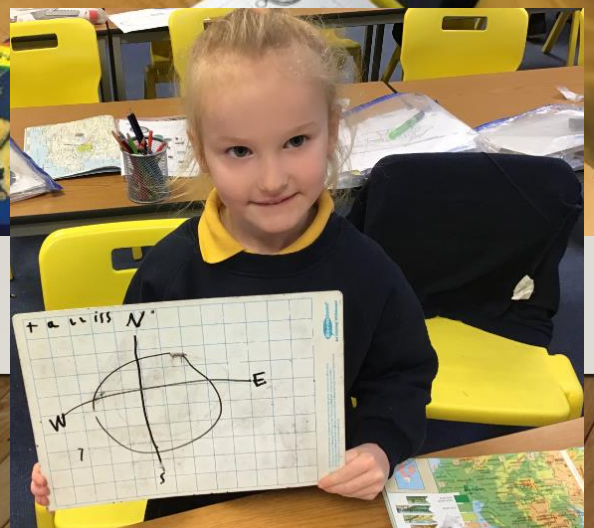
Aut 1: The children have been investigating maps, to find where they live

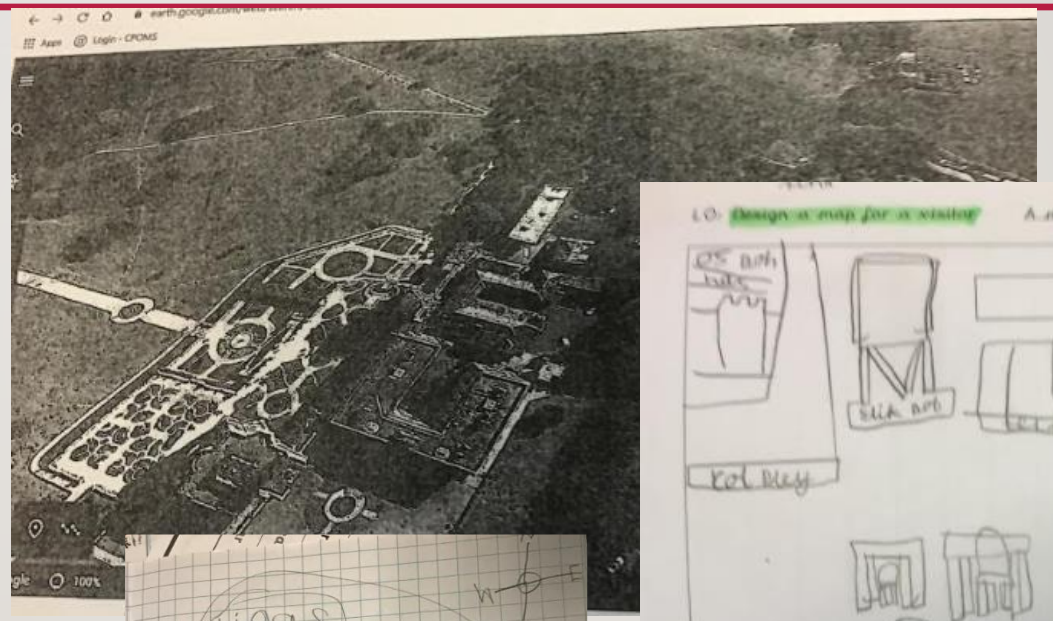
HUMAN FEATURES - YARMOUTH

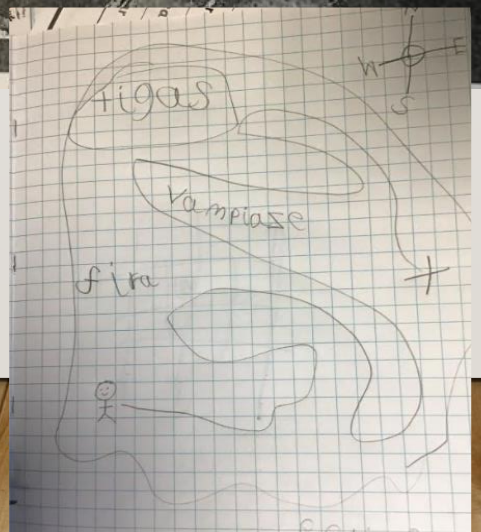
PHYSICAL FEATURES - YARMOUTH

GEOGRAPHICAL SKILLS - YARMOUTH

Aut 1: The children have been using map skills to draw their local area and include to simple key







FIELDWORK - YARMOUTH

GEOGRAPHY IN YEAR 3 & 4 – YARMOUTH

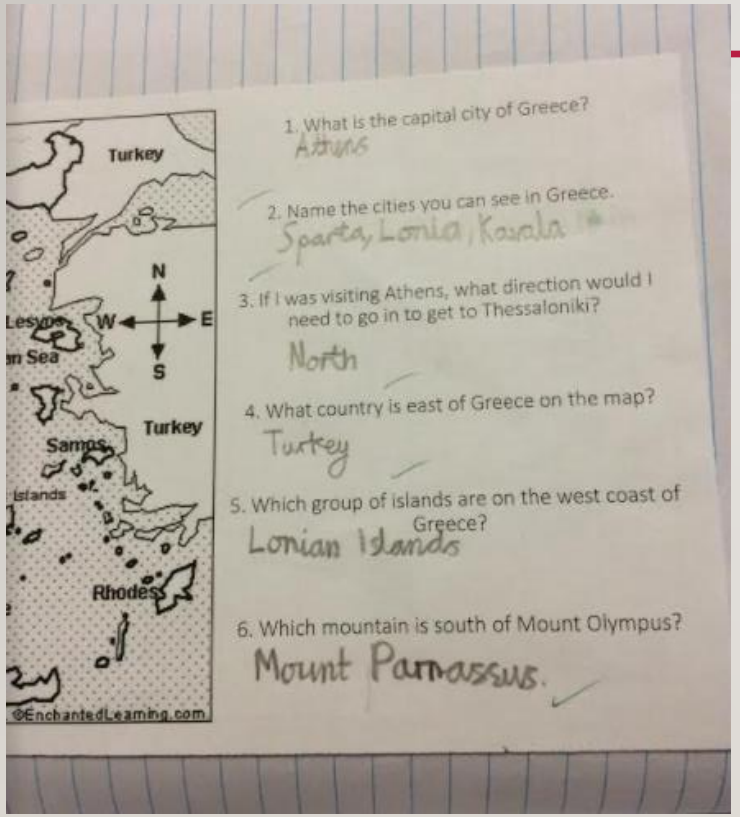
- Locational Knowledge
- Place Knowledge
- Human Geography
- Physical Geography
- Geographical Skills
- Fieldwork

AUT Y3-4 MTP

Spring MTP Y3-4

LOCATIONAL KNOWLEDGE - YARMOUTH

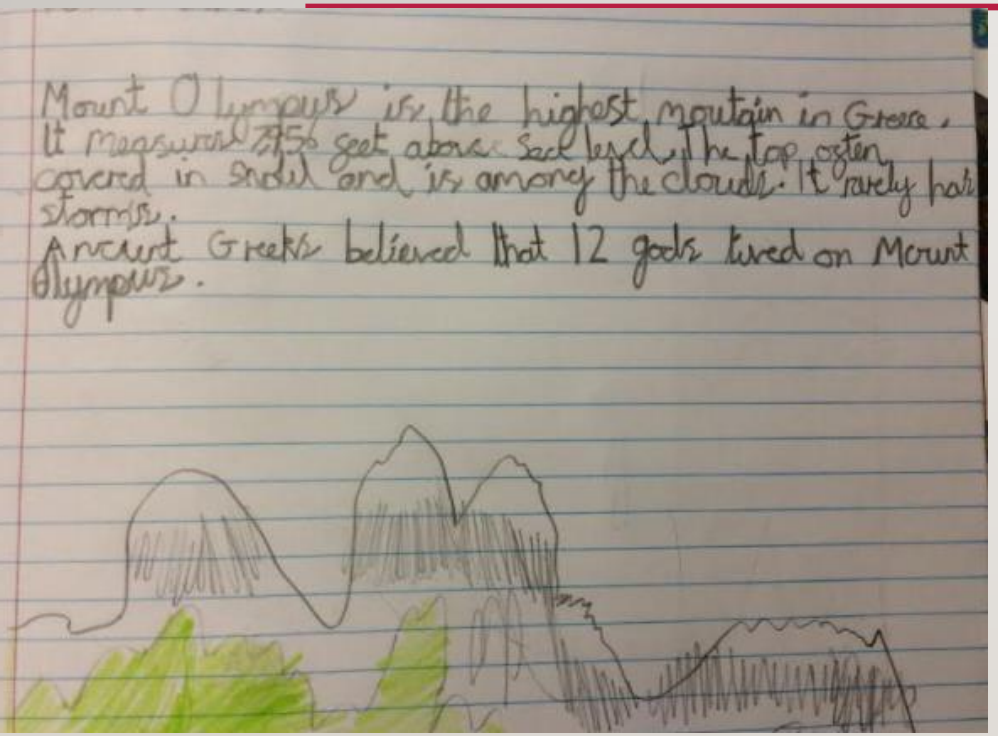
PLACE KNOWLEDGE - YARMOUTH



Aut 1: The children researched Greece, finding out about capital cities, population and features within Greece

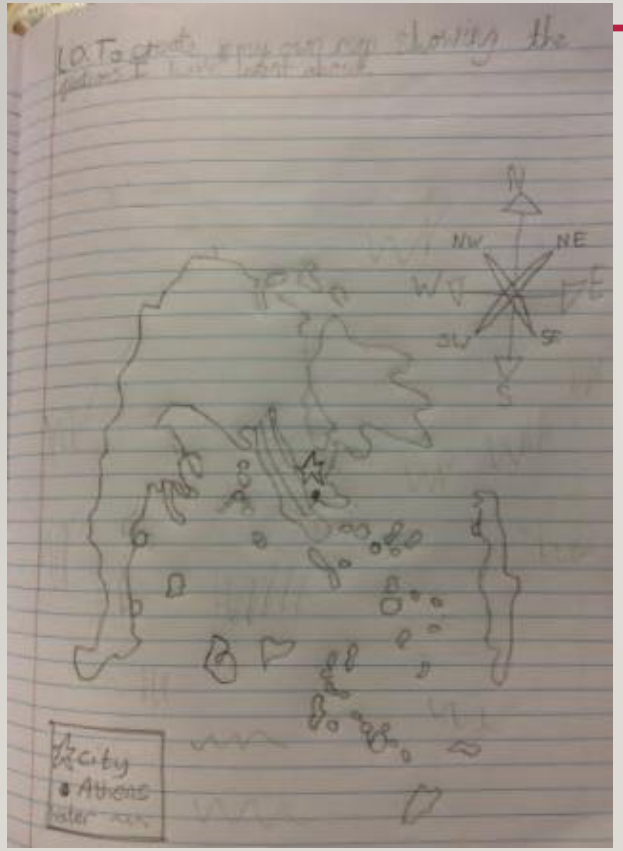
HUMAN FEATURES - YARMOUTH

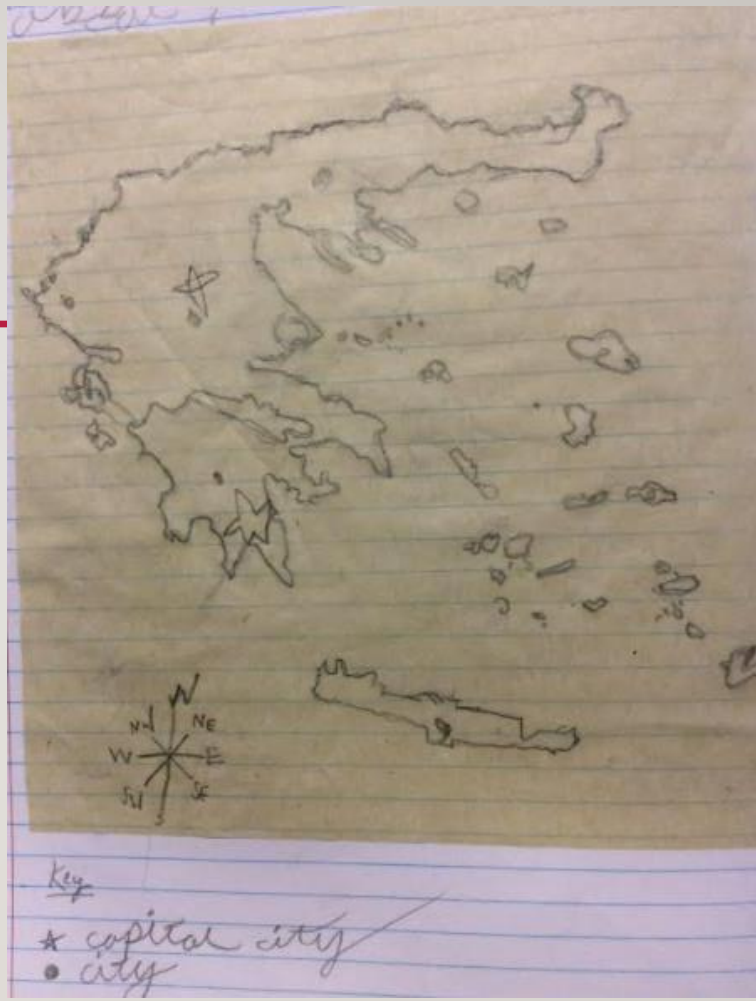
PHYSICAL FEATURES - YARMOUTH



- Aut 1: The children investigated the physical features of Greece, including climate. They then investigated Mount Olympus and wrote facts

GEOGRAPHICAL SKILLS - YARMOUTH





Aut 1: The children looked at different maps and grid references. They looked at different scales and compare sizes of different places using maps

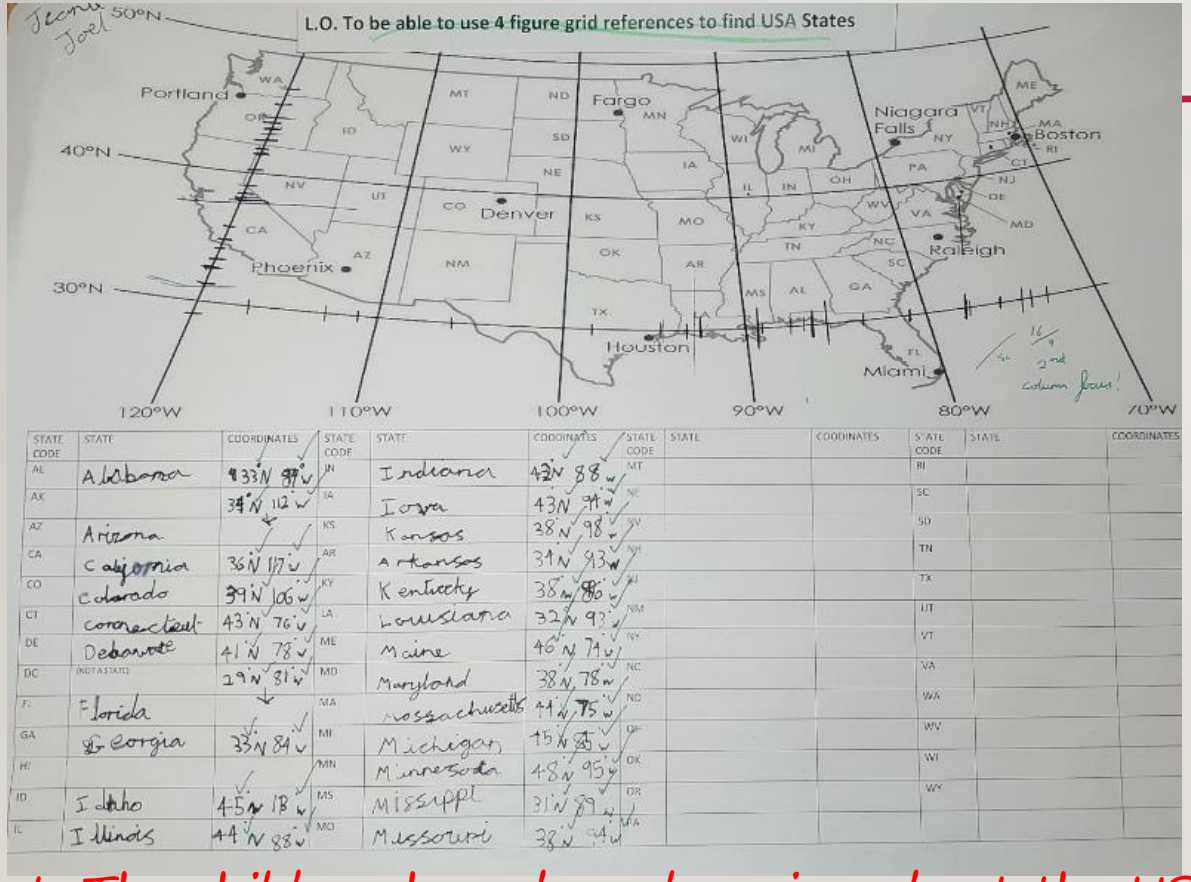
FIELDWORK - YARMOUTH

GEOGRAPHY IN YEAR 5 & 6 – YARMOUTH

- Locational Knowledge
- Place Knowledge
- Human Geography
- Physical Geography
- Geographical Skills
- Fieldwork

Autumn Humanities MT 5-6 Y&F.pdf

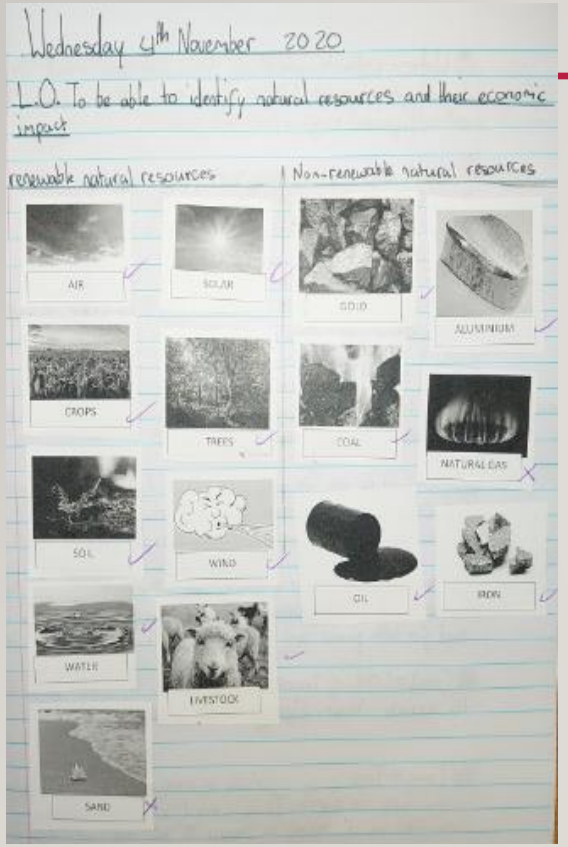
LOCATIONAL KNOWLEDGE - YARMOUTH



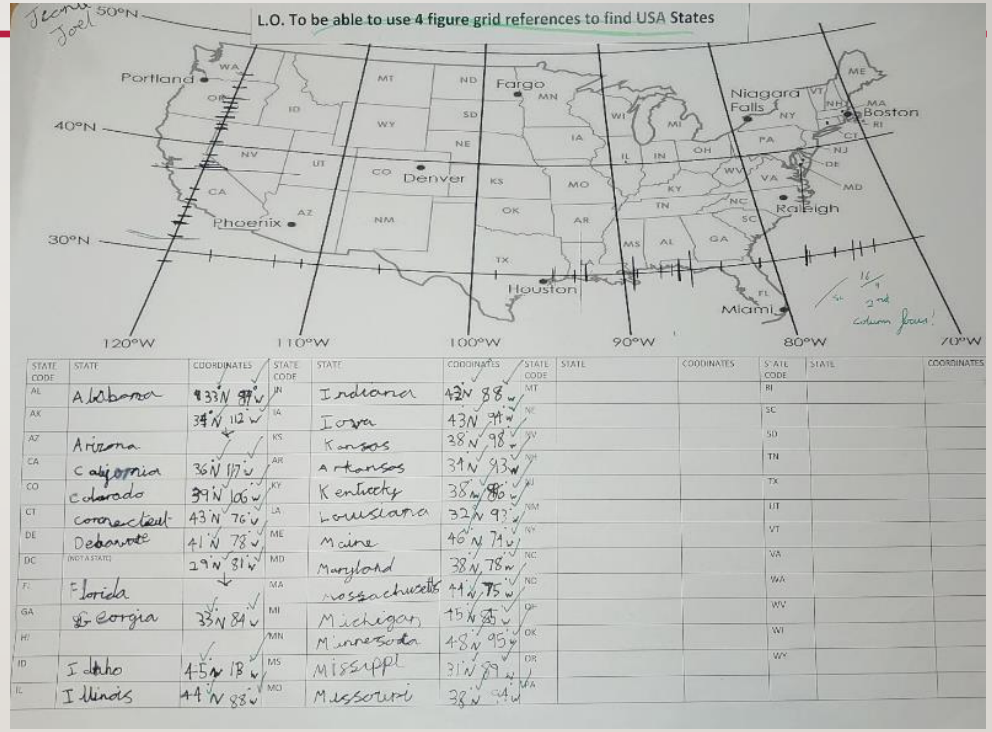
STATE CODE	STATE	COORDINATES	STATE CODE	STATE	COORDINATES	STATE CODE	STATE	COORDINATES	STATE CODE	STATE	COORDINATES
AL	Alabama	33N 99W	IN	Indiana	42N 88W	MT			RI		
AK		34N 112W	IA	Iowa	43N 94W	NE			SC		
AZ	Arizona		KS	Kansas	38N 98W	NV			SD		
CA	California	36N 117W	AR	Arkansas	34N 93W	NH			TN		
CO	Colorado	39N 106W	KY	Kentucky	38N 86W	NJ			TX		
CT	Connecticut	43N 76W	LA	Louisiana	32N 93W	NM			UT		
DE	Delaware	41N 78W	ME	Maine	46N 71W	NY			VT		
DC	(NOT A STATE)	29N 81W	MD	Maryland	38N 78W	NC			VA		
FL	Florida		MA	Massachusetts	41N 75W	ND			WA		
GA	Georgia	33N 84W	MI	Michigan	45N 85W	OH			WV		
HI			MN	Minnesota	48N 95W	OK			WI		
ID	Idaho	45N 18W	MS	Mississippi	31N 89W	OR			WY		
IL	Illinois	44N 88W	MO	Missouri	38N 94W	PA					

Aut: The children have been learning about the USA and used a four figure reference grid to locate the USA.

PLACE KNOWLEDGE - YARMOUTH

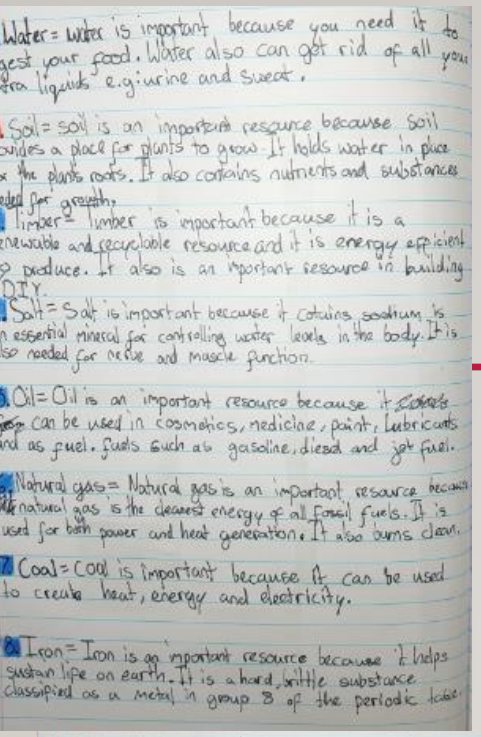


Aut: The children have been gaining deeper knowledge of natural resources and their economics.



Aut: The children have been learning about the USA and used a four figure reference grid to locate the USA.

HUMAN FEATURES - YARMOUTH


Water = water is important because you need it to gest your food. Water also can get rid of all your from liquids e.g: urine and sweat.

Soil = soil is an important resource because soil ovides a place for plants to grow. It holds water in place the plants roots. It also contains nutrients and substances eded for growth.

Timber = timber is important because it is a enewable and recycleable resource and it is energy efficient produce. It also is an important resource in building DIY.

Salt = Salt is important because it contains sodium is n essential mineral for controlling water levels in the body. It is so needed for nerve and muscle function.

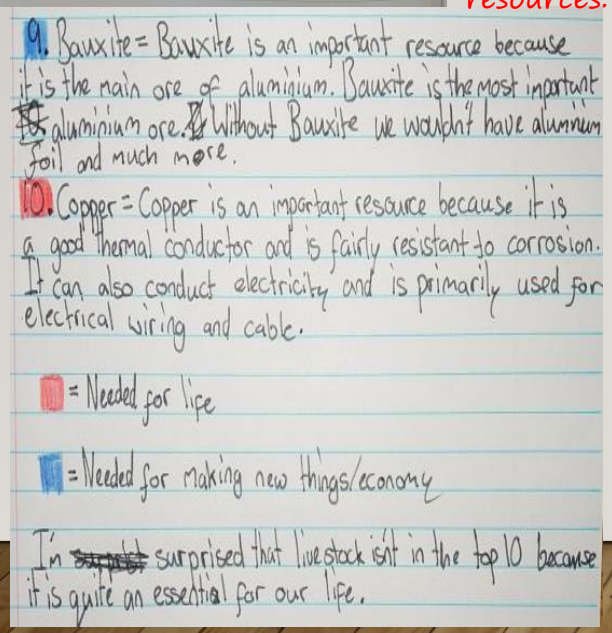
Oil = Oil is an important resource because it can be used in cosmetics, medicine, paint, lubricants and as fuel. fuels such as gasoline, diesel and jet fuel.

Natural gas = Natural gas is an important resource because natural gas is the cleanest energy of all fossil fuels. It is used for both power and heat generation. It also burns clean.

Coal = Coal is important because it can be used to create heat, energy and electricity.

Iron = Iron is an important resource because it helps sustain life on earth. It is a hard, brittle substance classified as a metal in group 8 of the periodic table.

Aut: The children have learning about Human geography including distribute of resources.

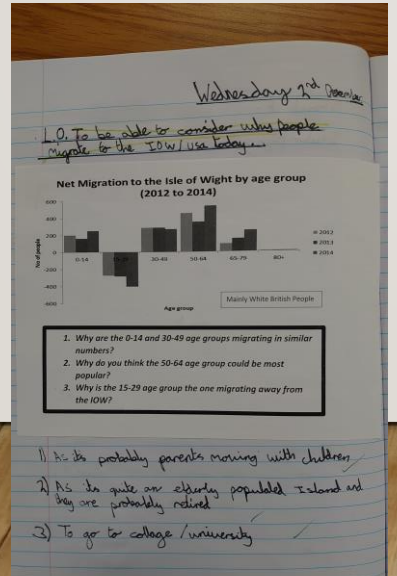

9. Bauxite = Bauxite is an important resource because it is the main ore of aluminium. Bauxite is the most important aluminium ore. Without Bauxite we wouldn't have aluminium foil and much more.

10. Copper = Copper is an important resource because it is a good thermal conductor and is fairly resistant to corrosion. It can also conduct electricity and is primarily used for electrical wiring and cable.

= Needed for life

= Needed for making new things/economy

I'm surprised that livestock isn't in the top 10 because it is quite an essential for our life.


Wednesday 7th December

L.O. To be able to consider why people migrate to the IOW/ USA today.

Net Migration to the Isle of Wight by age group (2012 to 2014)

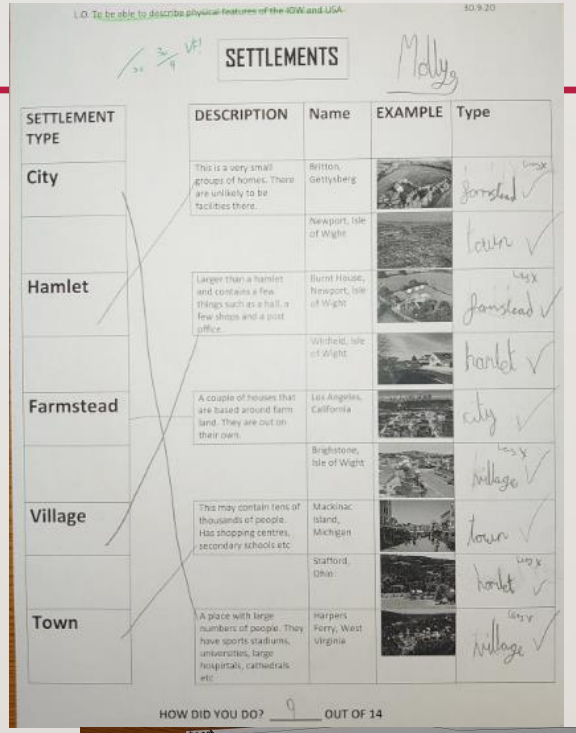
Mainly White British People

1. Why are the 0-14 and 30-49 age groups migrating in similar numbers?
2. Why do you think the 50-64 age group could be most popular?
3. Why is the 15-29 age group the one migrating away from the IOW?

1) It is probably parents moving with children

2) As its quite an elderly populated island and they are probably retired

3) To go to college / university


L.O. To be able to describe physical features of the IOW and USA

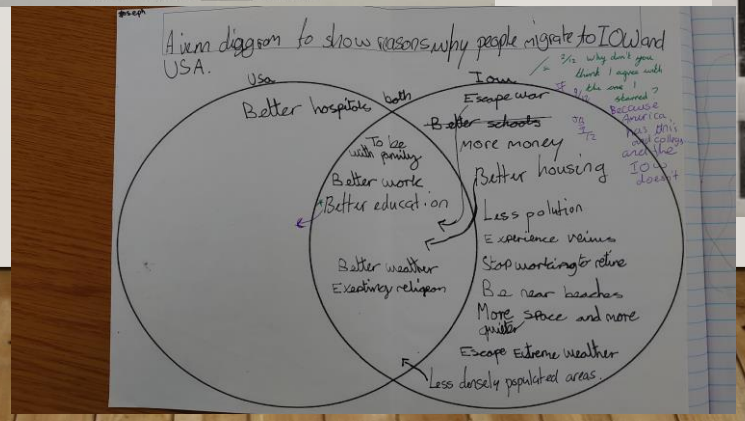
SETTLEMENTS

Molly

SETTLEMENT TYPE	DESCRIPTION	Name	EXAMPLE	Type
City	This is a very small groups of homes. There are unlikely to be facilities there.	Britton, Gettysberg		farmstead
		Newport, Isle of Wight		town
Hamlet	Larger than a hamlet and contains a few things such as a hall, a few shops and a post office.	Burnt House, Newport, Isle of Wight		farmstead
		Winfield, Isle of Wight		hamlet
Farmstead	A couple of houses that are based around farm land. They are out on their own.	Los Angeles, California		city
		Brighstone, Isle of Wight		village
Village	This may contain tens of thousands of people. Has shopping centres, secondary schools etc	Mackinac Island, Michigan		town
		Stafford, Ohio		hamlet
Town	A place with large numbers of people. They have sports stadiums, universities, large hospitals, cathedrals etc	Harpers Ferry, West Virginia		village

HOW DID YOU DO? 9 OUT OF 14

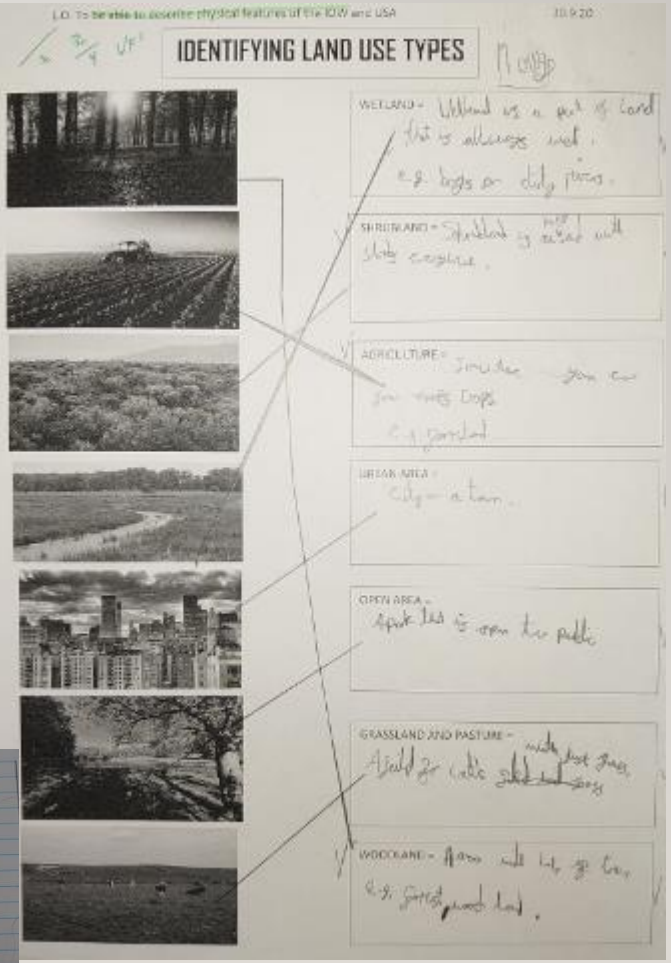
Aut: The children investigated the different types of land use and settlements


Aim diagram to show reasons why people migrate to IOW and USA.

USA: Better hospitals; To be with family; Better work; Better education; Better weather; Exciting religion

both

Town: Escape war; Better schools; more money; Better housing; Less pollution; Experience views; Stop working to retire; Be near beaches; More space and more quieter; Escape Extreme weather; Less densely populated areas


L.O. To be able to describe physical features of the IOW and USA

IDENTIFYING LAND USE TYPES

WETLAND - Wetland is a part of land that is always wet. e.g. bogs or duty places.

SHRUBLAND - Shrubland is mixed with short creature.

AGRICULTURE - Include you can for crops Dogs e.g. farmland

URBAN AREA - City - a town.

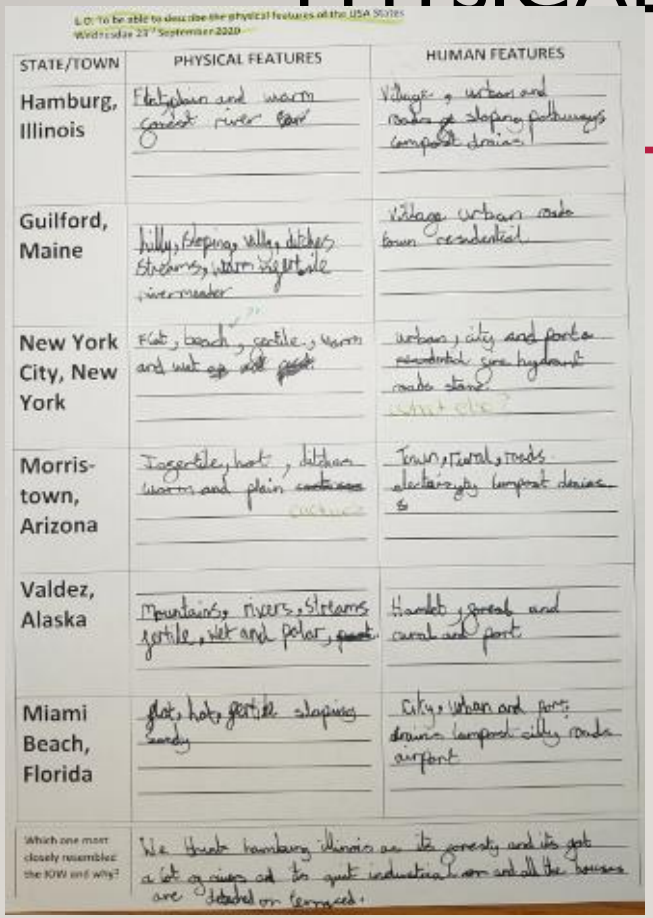
OPEN AREA - Park has is open the public

GRASSLAND AND PASTURE - with short grass. A field for cattle sheep and dogs

WOODLAND - Area with lots of trees e.g. forest wood land.

PHYSICAL FEATURES - YARMOUTH

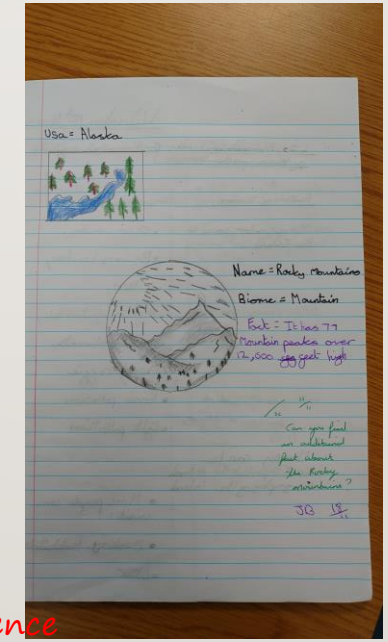
Aut: The children have been learning to identify natural resources and their impact on the economy

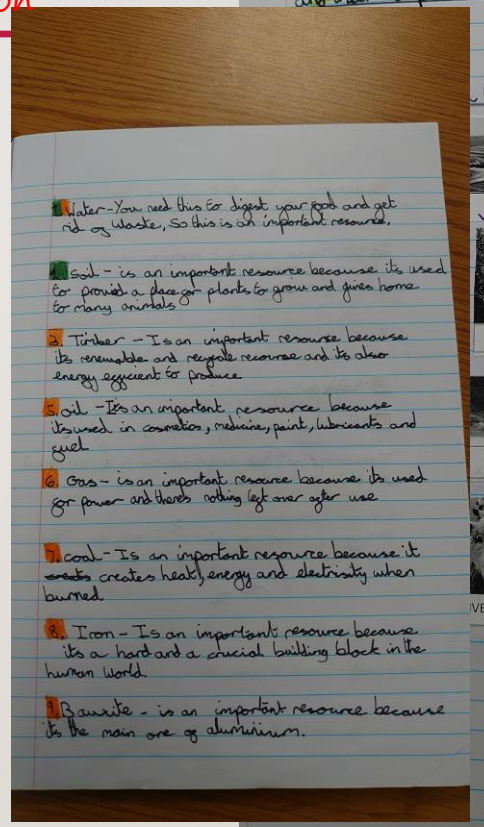


L.O. To be able to describe the physical features of the USA States
Wednesday 23rd September 2020

STATE/TOWN	PHYSICAL FEATURES	HUMAN FEATURES
Hamburg, Illinois	Flat, plain and warm forest river bay	Village + urban and roads + sloping pathways compost drains
Guilford, Maine	hilly, sloping, valley, ditches, streams, warm, light rain, river meader	village urban roads town residential
New York City, New York	Flat, beach, gentle, warm and wet ~~up and peak~~	urban, city and ports residential, fire hydrant roads stars
Morris-town, Arizona	Isogentle, hot, kitchen warm and plain ~~cactuses~~	Town, Trains, roads electricity, compost drains &
Valdez, Alaska	Mountains, rivers, Streams gentle, wet and polar, ~~peak~~	Hamlet, spread and canal and port
Miami Beach, Florida	flat, hot, gentle, sloping sandy	City, Urban and ports drains, lamppost, silly roads airport
Which one most closely resembles the IOW and why?	We think hamburg, Illinois as its forestry and its got a lot of rivers and its quit industrial on and all the houses are stacked on terraced.	

Aut: The children have been deepening their understanding of the difference between physical and human geography.





Aut: The children have been comparing the USA and the IOW.

GEOGRAPHICAL SKILLS - YARMOUTH

FIELDWORK - YARMOUTH

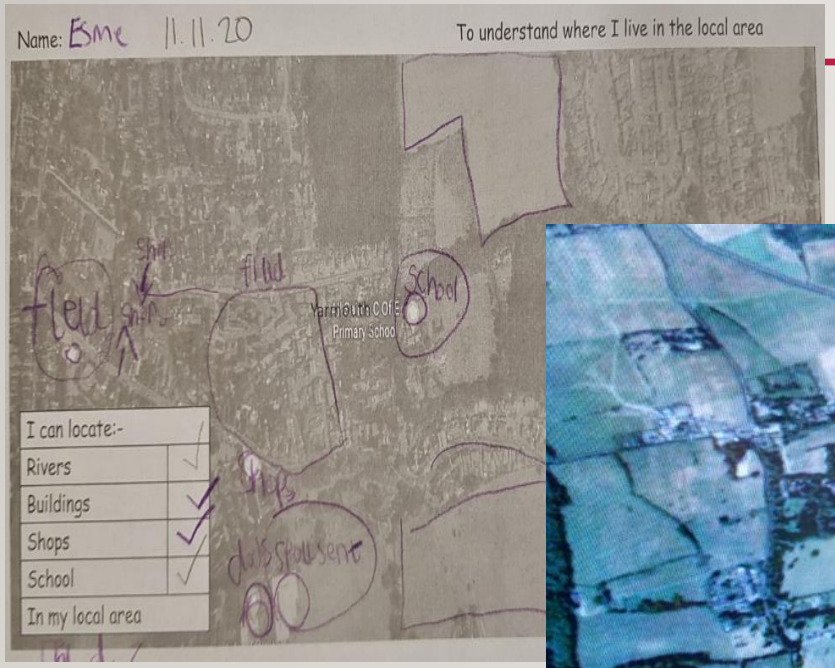
GEOGRAPHY IN YEAR 1 & 2 – FRESHWATER SITE

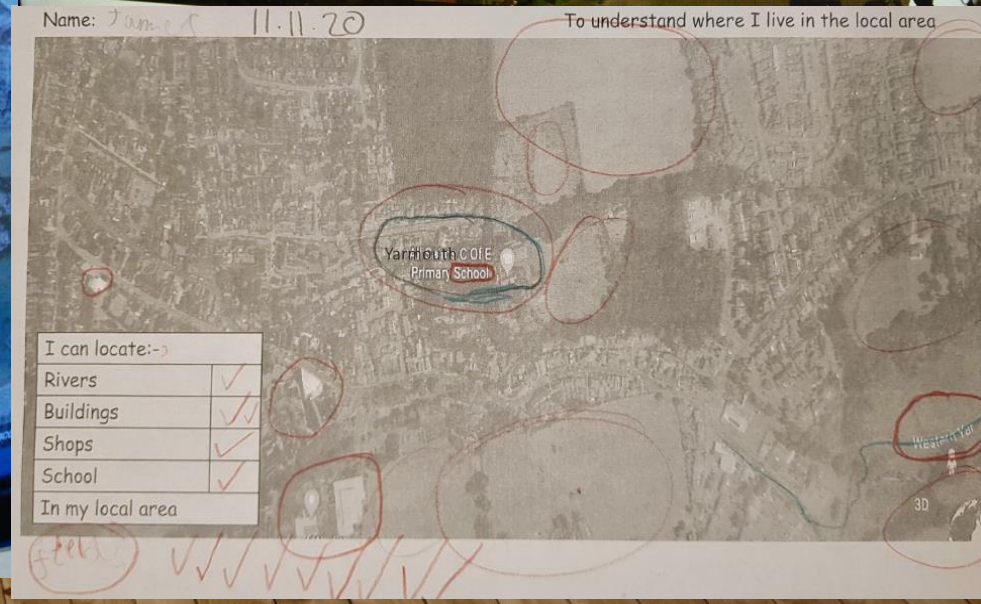
- Locational Knowledge
- Place Knowledge
- Human Geography
- Physical Geography
- Geographical Skills
- Fieldwork

AUT 1-2 MTP

Spring MTP 1-2

LOCATIONAL KNOWLEDGE – FRESHWATER SITE





Aut: The children have been learning to use maps and find where they live

PLACE KNOWLEDGE – FRESHWATER SITE

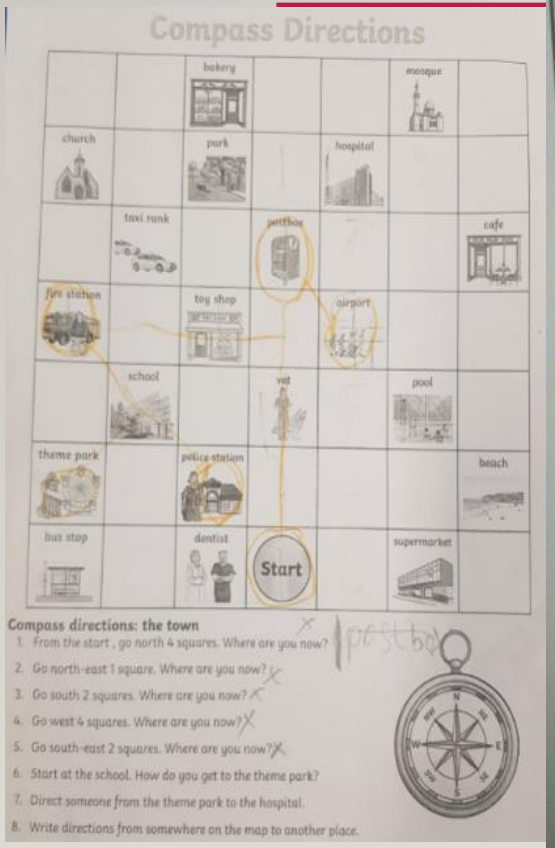
HUMAN FEATURES – FRESHWATER SITE

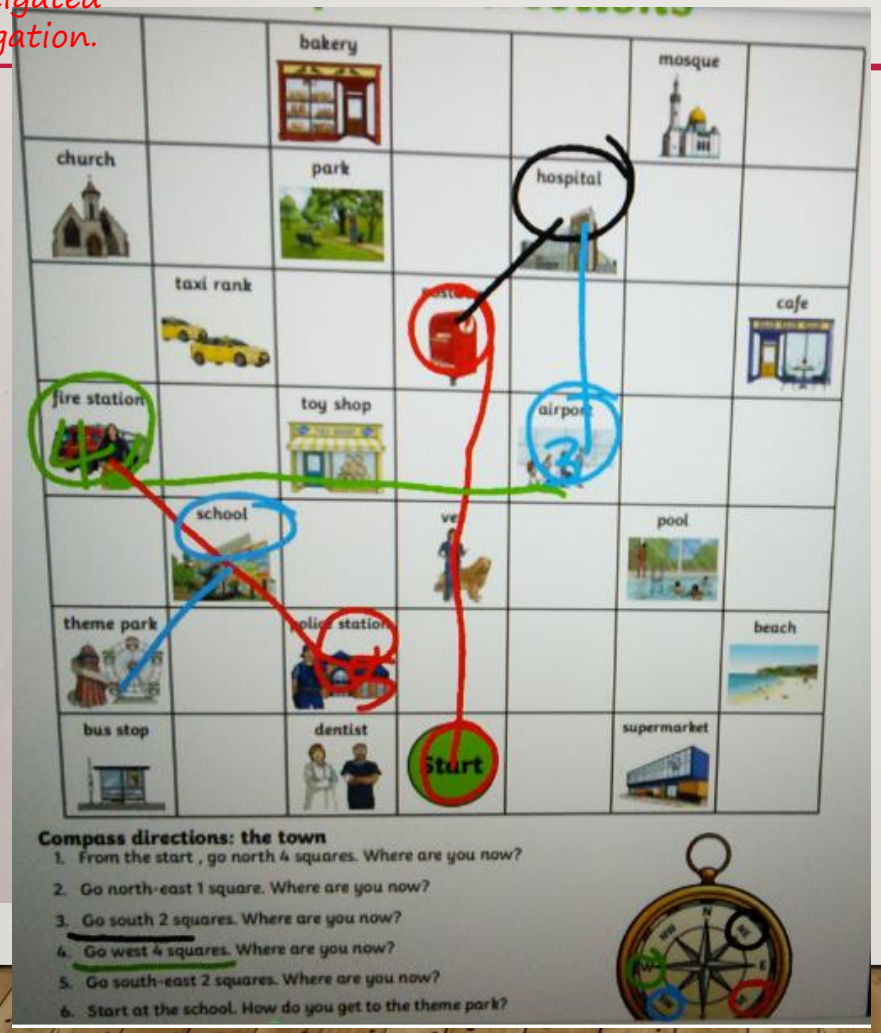
Aut: The children recreated features they learned about

PHYSICAL FEATURES – FRESHWATER SITE

GEOGRAPHICAL SKILLS – FRESHWATER SITE

Aut: The children have been learning about maps and keys. They investigated why they are important for navigation.





GEOGRAPHY IN YEAR 3 & 4 – YARMOUTH

- Locational Knowledge
- Place Knowledge
- Human Geography
- Physical Geography
- Geographical Skills
- Fieldwork

AUT Y3-4 MTP

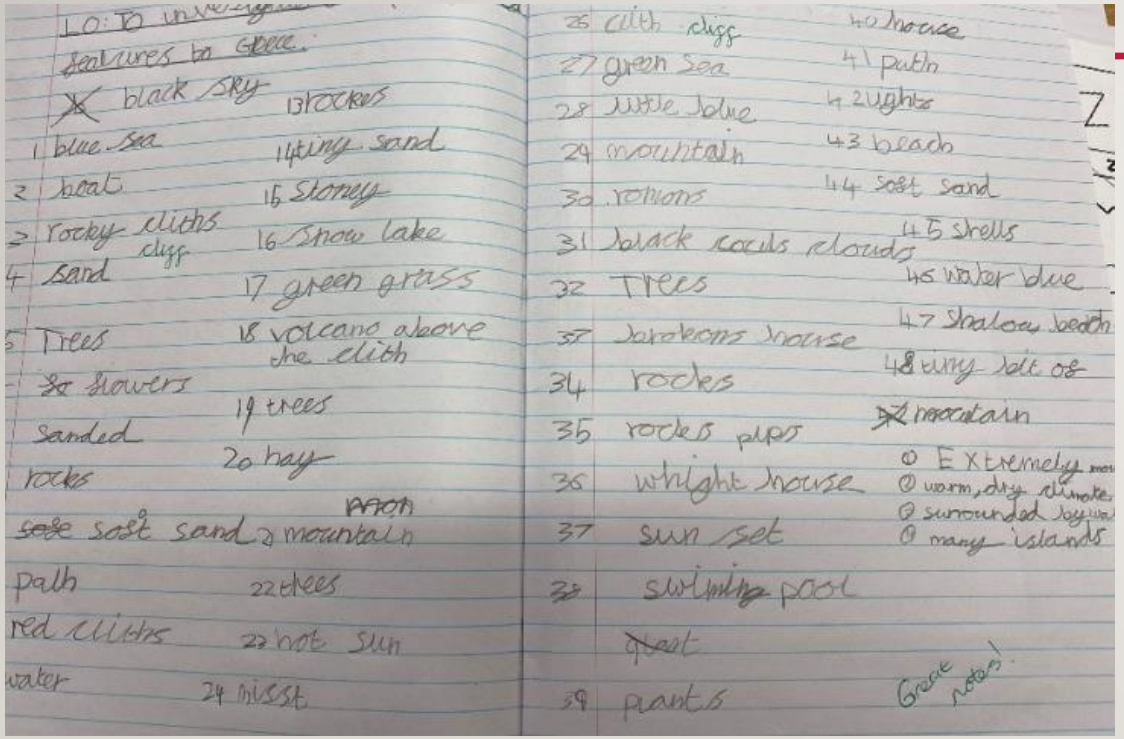
Spring MTP Y3-4

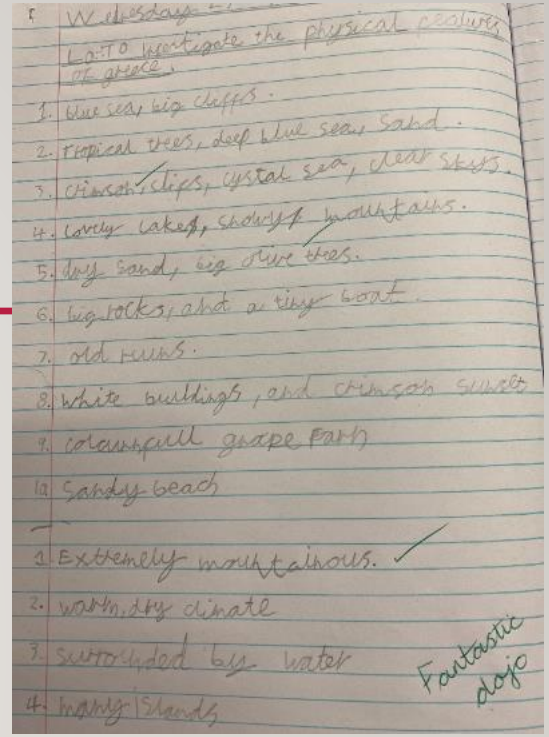
LOCATIONAL KNOWLEDGE – FRESHWATER SITE

PLACE KNOWLEDGE – FRESHWATER SITE

HUMAN FEATURES – FRESHWATER SITE

PHYSICAL FEATURES – FRESHWATER SITE





Aut: The children have been learning about physical features in Greece

GEOGRAPHICAL SKILLS – FRESHWATER SITE

GEOGRAPHY IN YEAR 5 & 6 – FRESHWATER SITE

- Locational Knowledge
- Place Knowledge
- Human Geography
- Physical Geography
- Geographical Skills
- Fieldwork

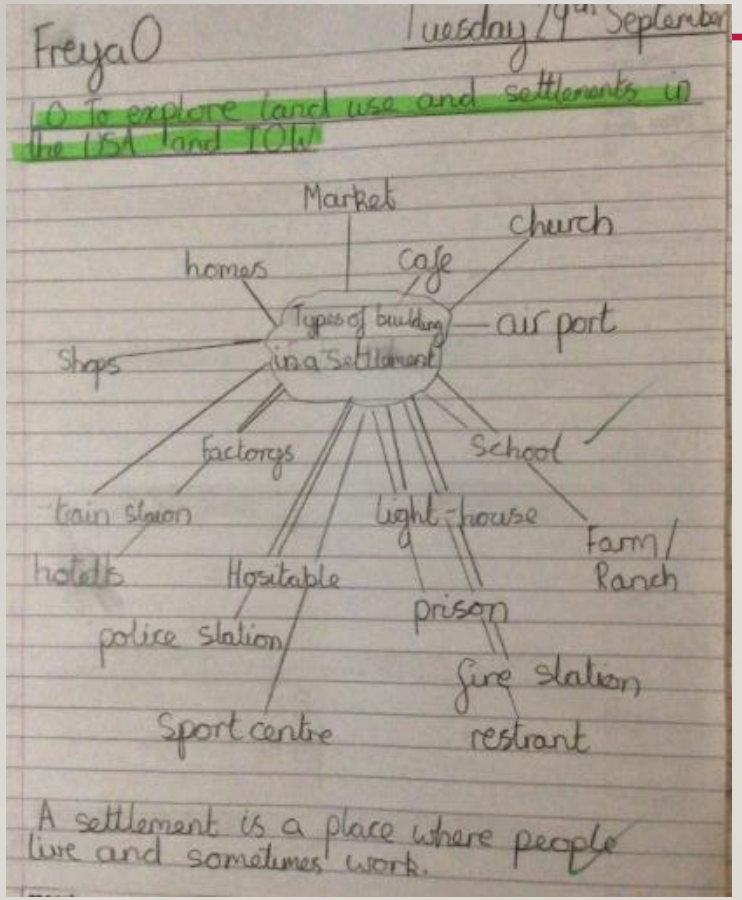
Autumn Humanities MT 5-6 Y&F.pdf

LOCATIONAL KNOWLEDGE – FRESHWATER SITE

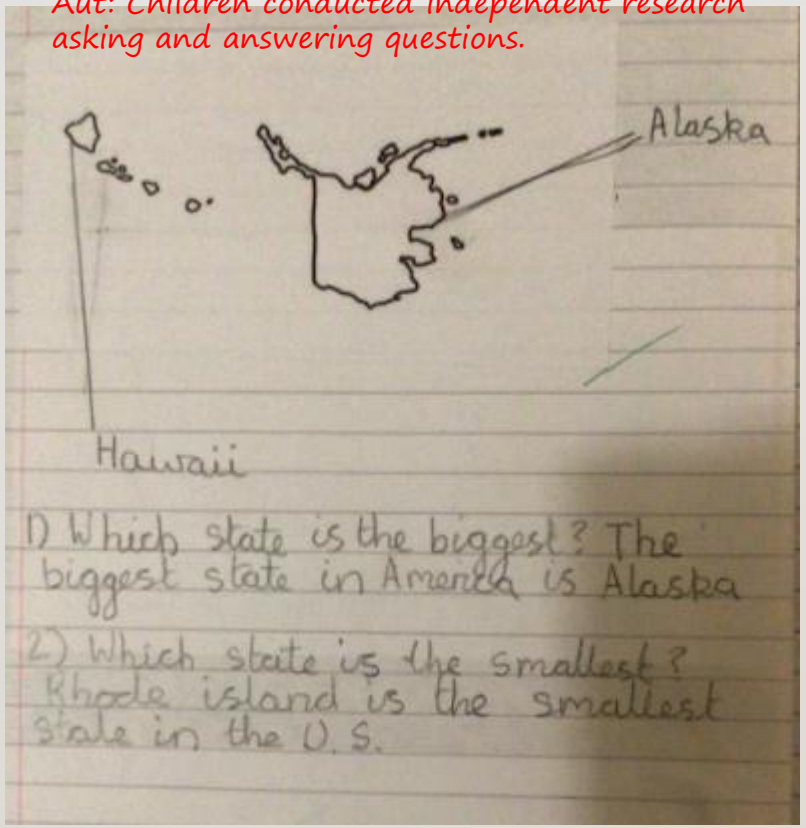
Aut: The children have been using map skills to locate places/countries outside of Europe.

PLACE KNOWLEDGE – FRESHWATER SITE

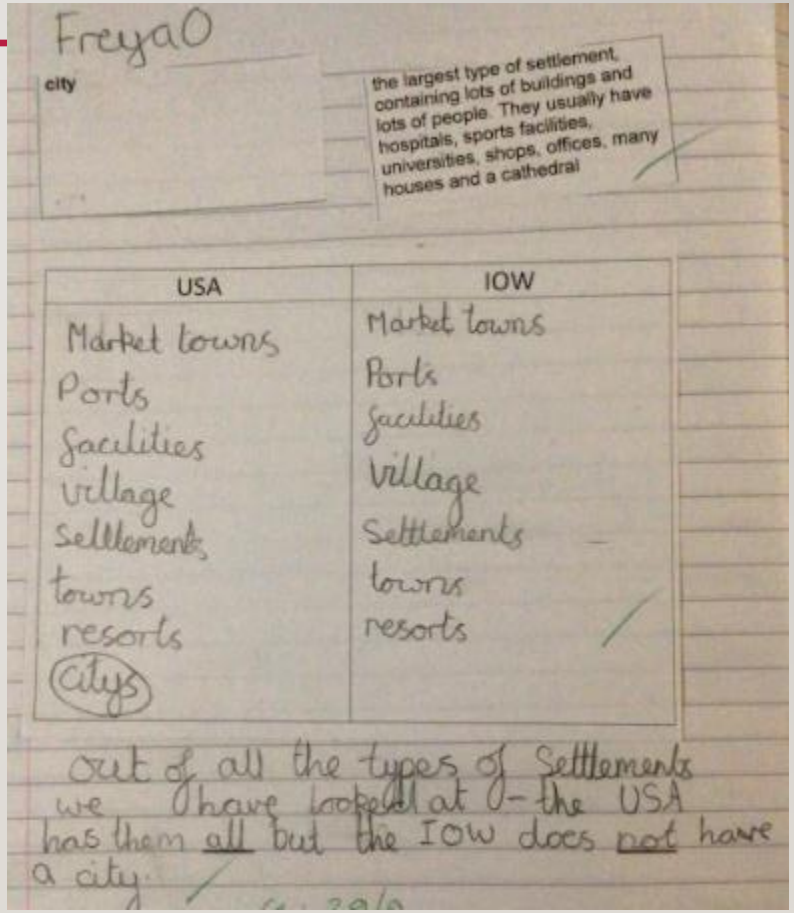
Aut: Children compared land use and settlements in the USA and the IOW



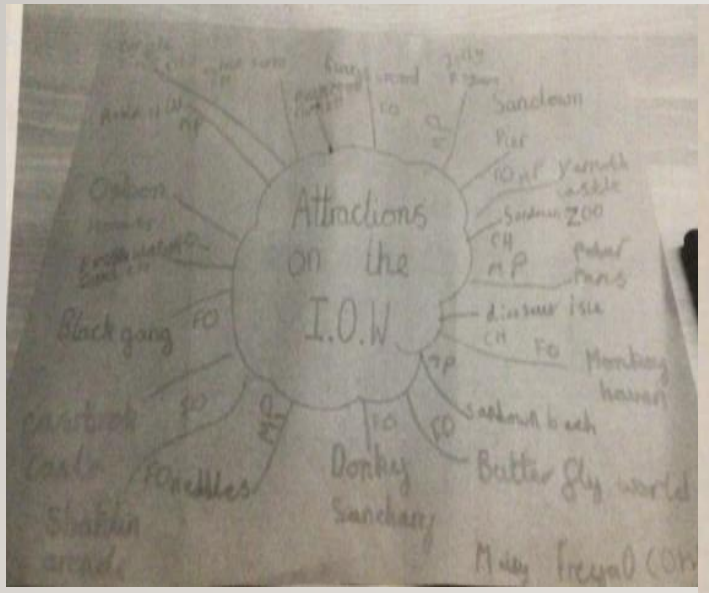
Aut: Children conducted independent research asking and answering questions.



Aut: The children developed their analytical skills by comparing areas of the UK and outside of the UK



PLACE KNOWLEDGE – FRESHWATER SITE

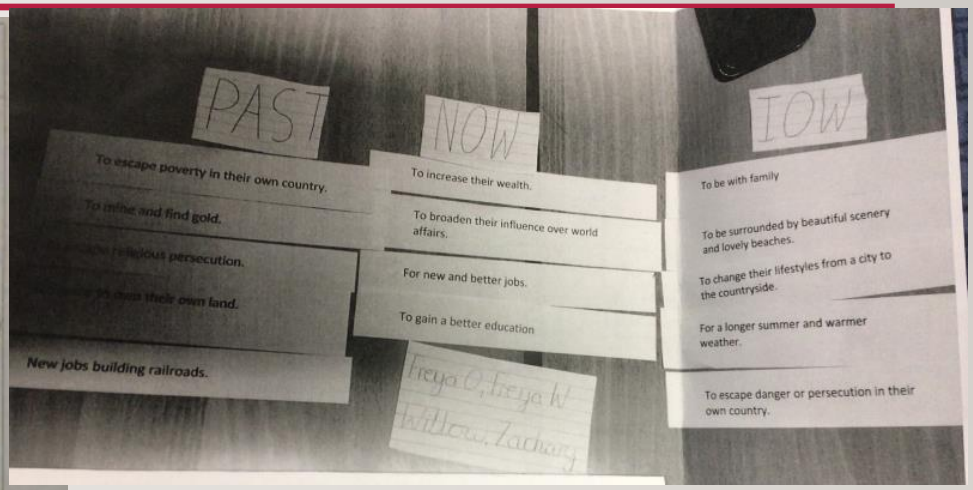


Aut: The children were learning about the local area.

Aut: Children conducted research on the pro's and con's of living on the IOW.

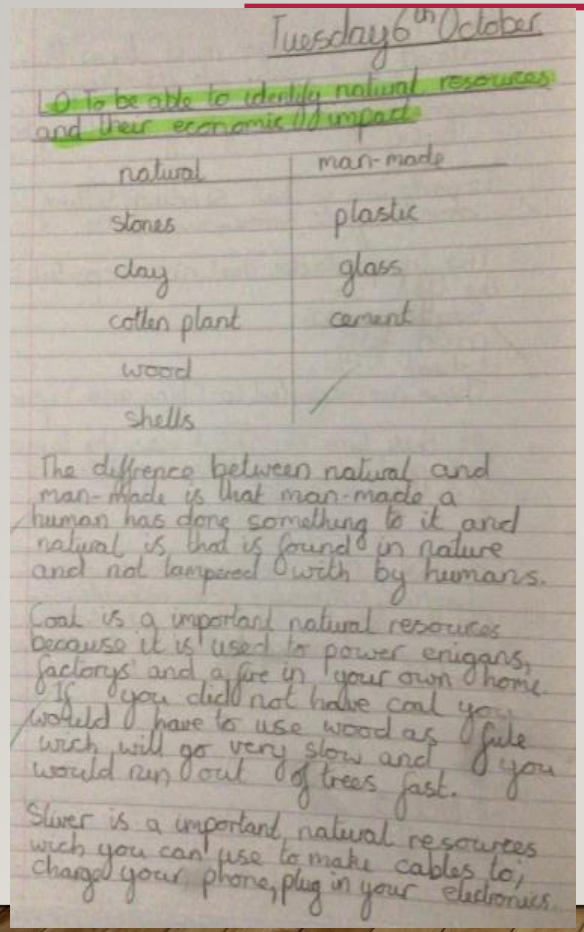
Positives (pros)	Negatives (cons)
Profitble	To crowded
Helps the I.O.W	expensive to run
Enjoyable	closing due to expensive / profit
New projects improving places	dangerus (sometimes)
You can learn things e.g. Dino Isle	not enouth for older children
	not are open all year, closes in winter
	some paces are too expensive
	cheaper on main land
	lots of emty shop and businesses as well as attractions have closed

Aut: Children investigated how things have changed over time



HUMAN FEATURES – FRESHWATER SITE

Aut: The children looked at the Human geography including natural resources



Tuesday 6th October

L.O. To be able to identify natural resources and their economic impact

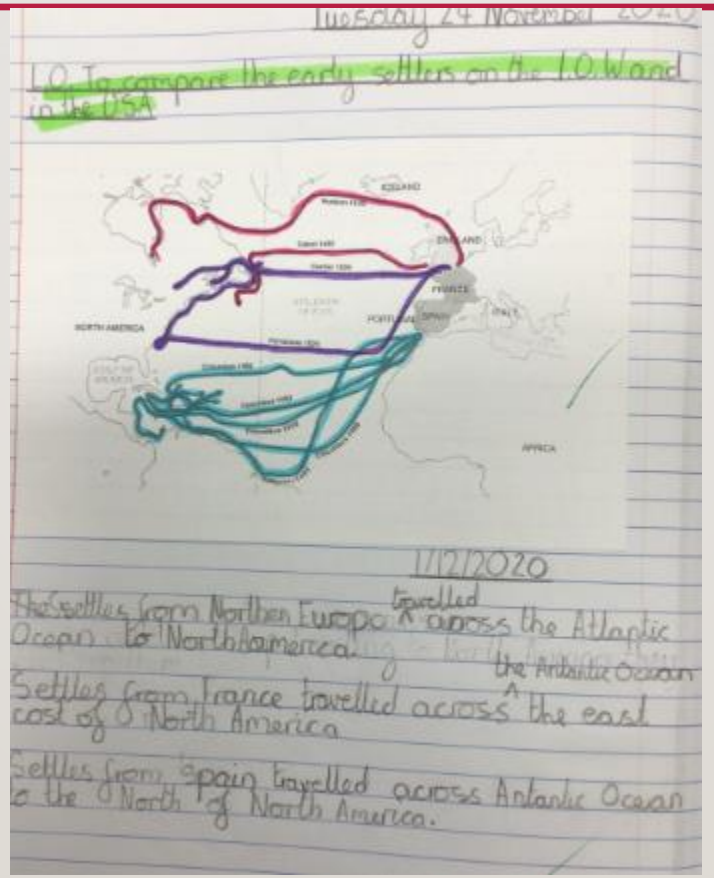
natural	man-made
stones	plastic
clay	glass
cotton plant	cement
wood	
shells	

The difference between natural and man-made is that man-made a human has done something to it and natural is, that is found in nature and not tampered with by humans.

Coal is a important natural resources because it is used to power engines, factorys and a fire in your own home. If you did not have coal you would have to use wood as fule which will go very slow and you would run out of trees fast.

Sliver is a important natural resources wich you can use to make cables to, charge your phone, plug in your electonics.

Aut: Children conducted research on early settlers on the IOW and the USA



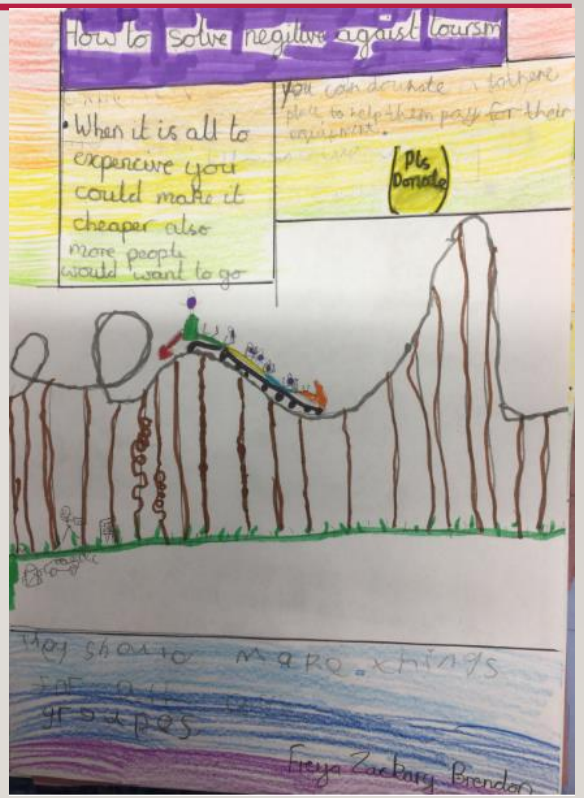
L.O. To compare the early settlers on the I.O.W and in the USA

17/12/2020

The settles from Northen Europe travelled across the Atlantic Ocean to North America.

Settles from France travelled across the east cost of North America

Settles from Spain travelled across Antantic Ocean to the North of North America.



How to solve negitive aginst tourism

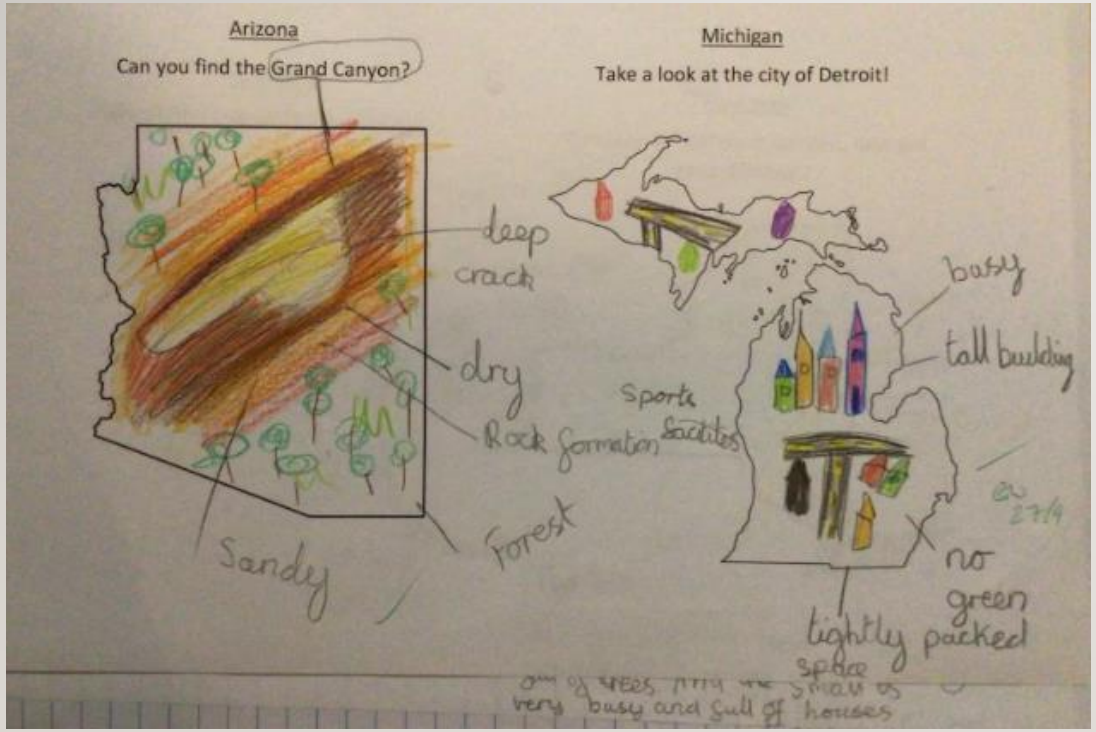
• When it is all to expencive you could make it cheaper also more people would want to go

You can donate to help them pay for their equipment.

Pls Donate

Freya Zackary Brendon

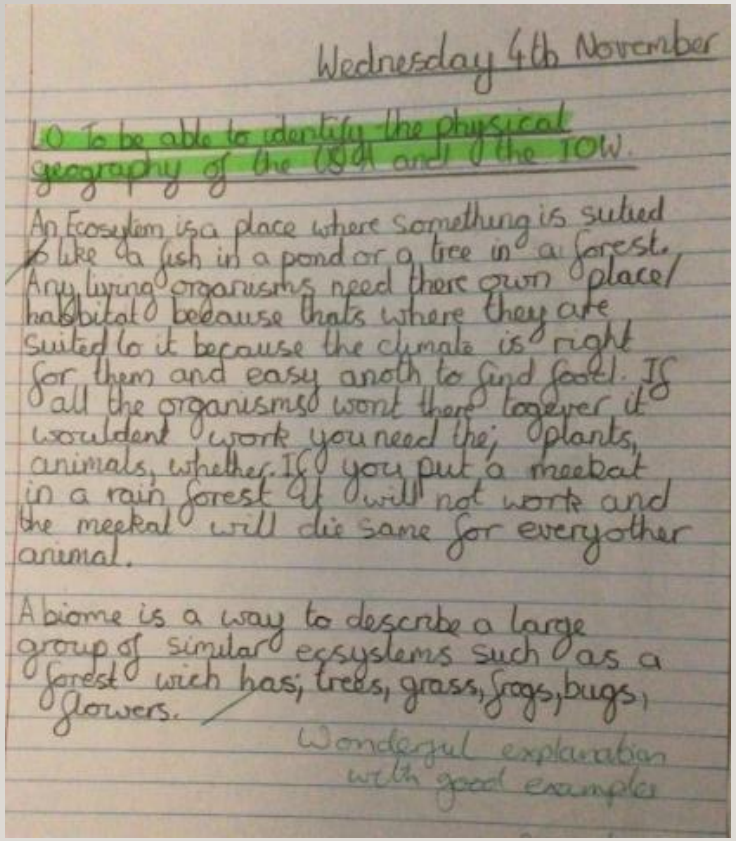
HUMAN FEATURES – FRESHWATER SITE



Aut: The children are deepening their understanding of the difference between Physical and Human geography.

PHYSICAL FEATURES – FRESHWATER SITE

Aut: The children looked the Physical geography including biomes.



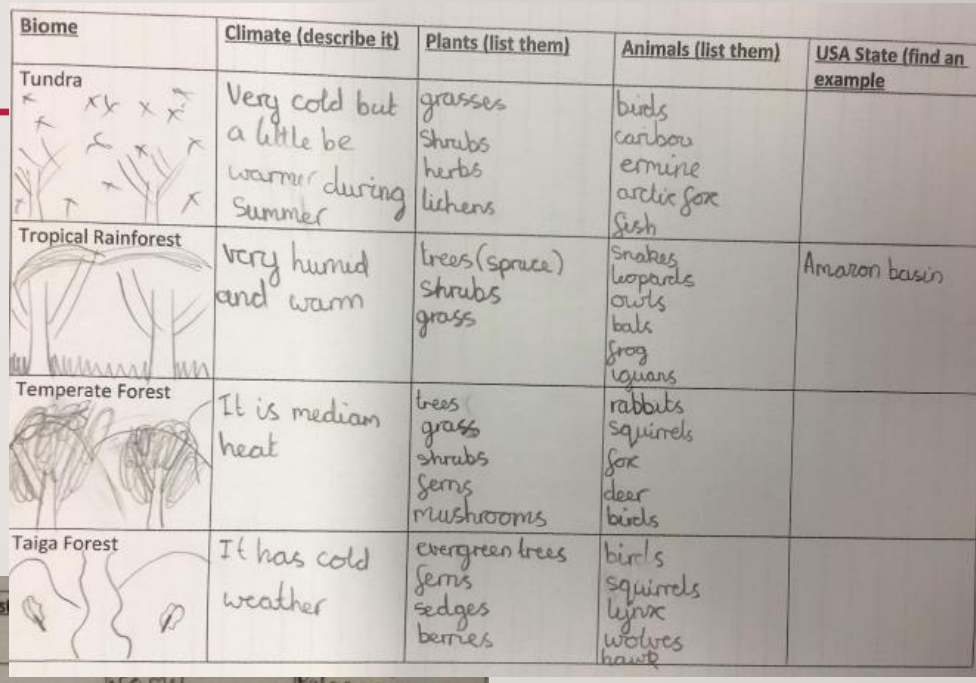
Wednesday 4th November

LO To be able to identify the physical geography of the USA and the TOW.

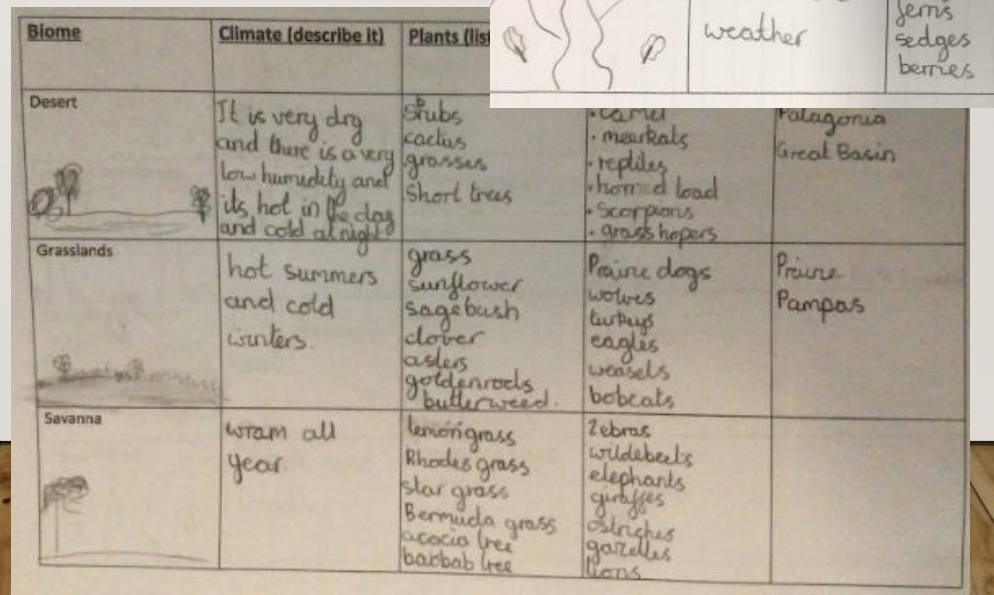
An Ecosystem is a place where something is suited to like a fish in a pond or a tree in a forest. Any living organisms need there own place/ habbitat because thats where they are suited to it because the climate is right for them and easy anoth to find food. If all the organisms wont there togever it wouldent work you need the; plants, animals, whether. If you put a meebat in a rain forest it will not work and the meebat will die same for everyother animal.

A biome is a way to describe a large group of similar ecosystems such as a forest wich has; trees, grass, frogs, bugs, flowers.

Wonderful explanation with good example



Biome	Climate (describe it)	Plants (list them)	Animals (list them)	USA State (find an example
Tundra	Very cold but a little be warmer during Summer	grasses shrubs herbs lichens	birds caribou ermine arctic fox fish	
Tropical Rainforest	very humid and warm	trees (spruce) shrubs grass	snakes leopards owls bats frog iguans	Amazon basin
Temperate Forest	It is median heat	trees grass shrubs ferns mushrooms	rabbits squirrels fox deer birds	
Taiga Forest	It has cold weather	evergreen trees ferns sedges berries	birds squirrels lynx wolves hawk	

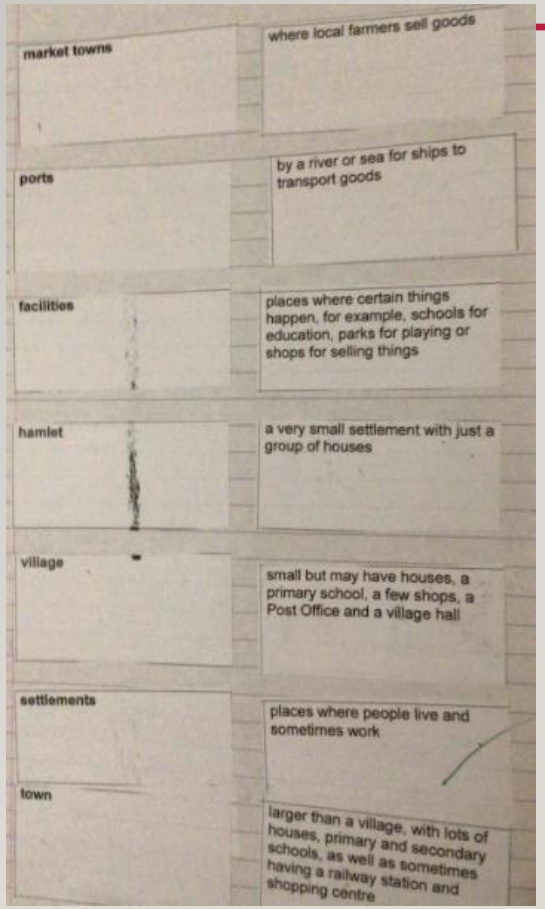


Biome	Climate (describe it)	Plants (lis		
Desert	It is very dry and there is a very low humidity and its hot in the day and cold at night	shrubs cactus grasses short trees	• camel • meerkats • reptiles • horned toad • Scorpions • grasshopers	Patagonia Great Basin
Grasslands	hot summers and cold winters	grass sunflower sagebush clover asters goldenrods butterweed	Prairie dogs wolves turkeys eagles weasels bobcats	Prairie Pampas
Savanna	warm all year	lemongrass Rhodes grass star grass Bermuda grass acacia tree baobab tree	Zebras wildebeests elephants giraffes ostriches gazelles lions	

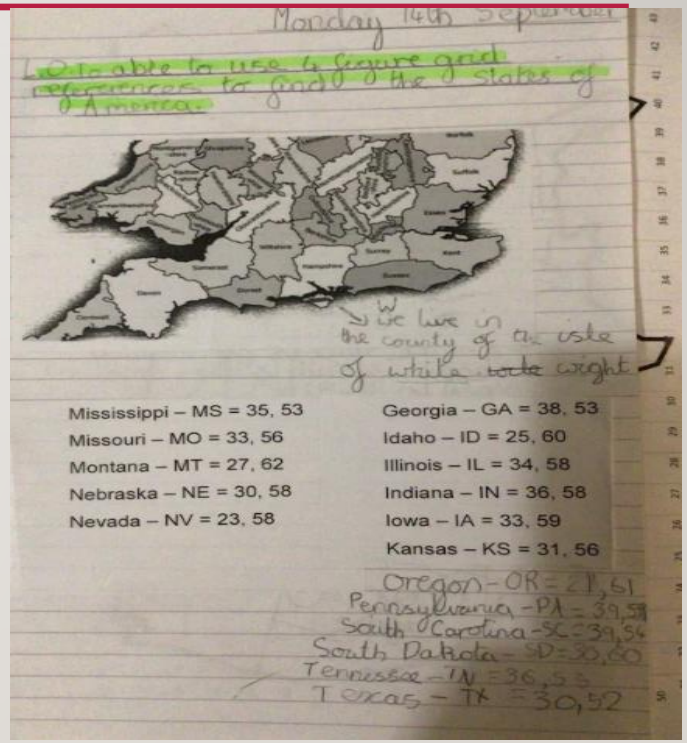
Aut: The children compared the Physical geography including climates.

GEOGRAPHICAL SKILLS – FRESHWATER SITE

Aut: The children located and described features studied.



market towns	where local farmers sell goods
ports	by a river or sea for ships to transport goods
facilities	places where certain things happen, for example, schools for education, parks for playing or shops for selling things
hamlet	a very small settlement with just a group of houses
village	small but may have houses, a primary school, a few shops, a Post Office and a village hall
settlements	places where people live and sometimes work
town	larger than a village, with lots of houses, primary and secondary schools, as well as sometimes having a railway station and shopping centre



Aut: The children explored a four figure grid reference.

FIELDWORK

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OUR IMPACT

ACTION PLAN

SUBJECT LEADER REPORT