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).

The new Early Years Foundation Stage Profile whilst statutory should not be used as a curriculum for EYFS. It is intended to be used as a valid, reliable and accurate assessment of a child's development of the EYFS in the summer term. The Early Learning Goals provide a snap shot of skills and knowledge for children to work towards during their time in Early Years but are not a tick list or exhaustive list for children to achieve.

A broad, engaging curriculum in EYFS builds primarily on child interests, themes at particular times of the year, experiences outside of the school gate, practitioner knowledge of child development and their unique understanding of each child in their setting. The EYFS team must use the Early Learning Goals as one element in building a fun, challenging and engaging year for all children as they start their school journey. Learning is in the moment, flexible, with adult led challenges sprinkled alongside play based experiences to ensure children not only develop fundamental skills for their onward school journey, some of which are outlined in the early learning goals, but that they develop a love of learning.

Practitioners not only develop children's subject knowledge but work closely with them to promote and develop the characteristics of effective learning: Playing and exploring, Active learning and Creating / Thinking Critically.

EYFS curriculum linking to Geography

Listening and Attention and Understanding

- Make comments about what they have heard and ask questions to clarify their understanding.

Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary
- Express their ideas and feelings about their experiences using full sentences

Understanding the Word

People, Culture and Communities:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

The Natural World:

- 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 and changing states of matter.

	EYFS	1	2	3	4	5	6
Place Knowledge		• Name 7 continents. • Name 5 Oceans. • Name countries that make up the UK.					
Locational Knowledge							
Human Geography							
Physical Geography							
Geographical Skills							

OUR IMPLEMENTATION

- Autumn plans
  https://drive.google.com/drive/u/1/folders/1V6vC12a1OAXgngouDTniz0ClANi8J9PW
- Spring plans

https://drive.google.com/drive/u/1/folders/1d2ywPp5-an21QKh-kTxyTklpoe41L4gR

THE NATURAL WORLD– SHALFLEET - YR AUTUMN

The Natural World

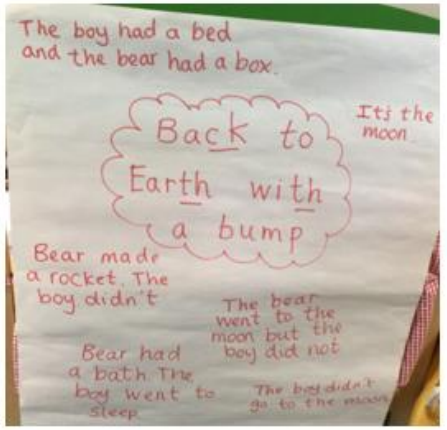
- Explore the natural world around them, making observations and drawing pictures of animals and plants.

- 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 and changing states of matter.

The children decided they wanted to create their own 'Dinosaur Isle' following the idea coming from a child in Rainbow Class. We read the story 'Dinosaur Island'. We compared it to the Isle of Wight. We looked on the 'Dinosaur Isle' website and used the virtual tour, resources and made our own Dinosaur Isle leaflets. We are hoping to go there for a visit when it is safe to do so.

THE NATURAL WORLD– SHALFLEET - YR SPRING AND SUMMER



THE NATURAL WORLD– SHALFLEET - YR SUMMER

GEOGRAPHY IN YEAR 1 - SHALFLEET

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

Coverage

Shalfleet\Year 1\Aut 1\Geography coverage.docx

LOCATIONAL KNOWLEDGE – SHALFLEET -Y1

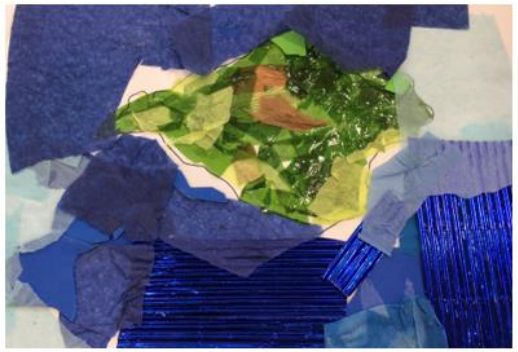
Name, locate and identify characteristics of the four countries

Locational

Name, locate and identify characteristics of the four countries

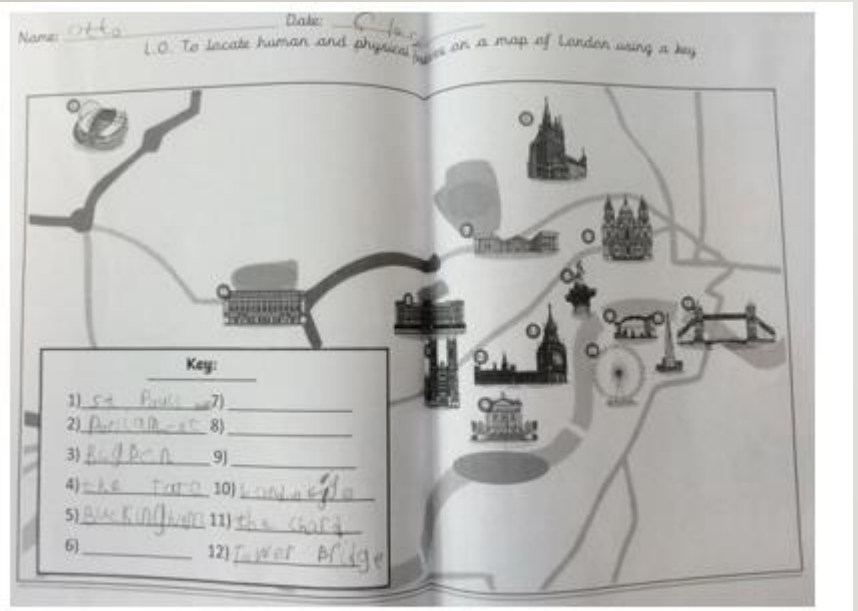
PLACE KNOWLEDGE – SHALFLEET - Y1

Identify similarities and draw comparisons based on the Human and Physical features of the local and contrasting area.

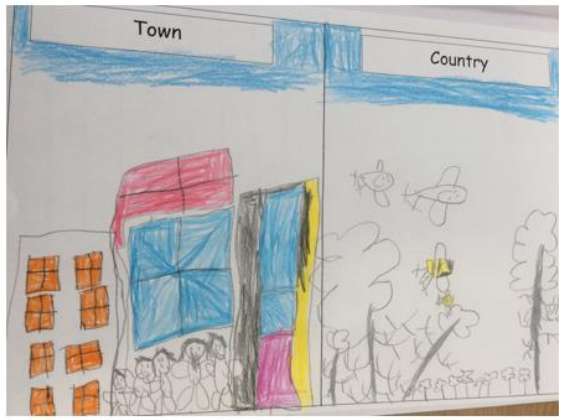


Place knowledge - Map of Isle of Wight, Big Ben

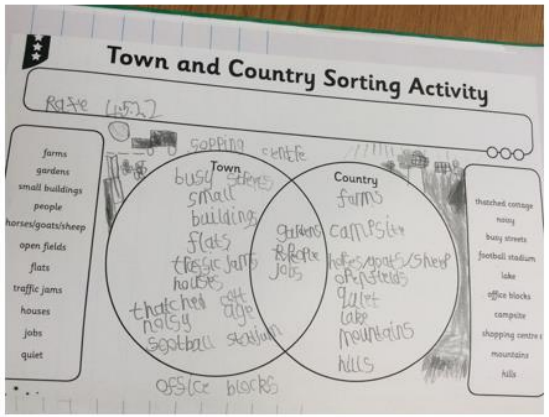
HUMAN FEATURES – SHALFLEET – Y1



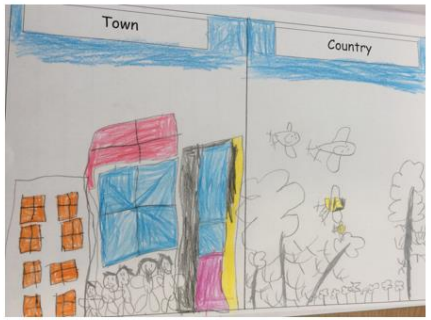
Use basic geographical vocabulary to refer to:
city, town, village, factory, farm, house, office, port, harbour and shop.



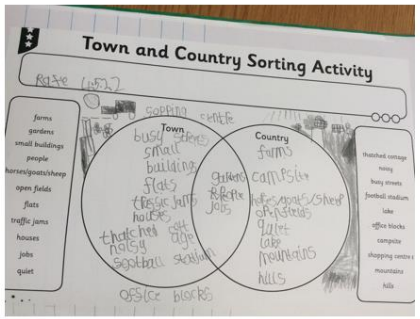
Physical and human – observing and comparing areas



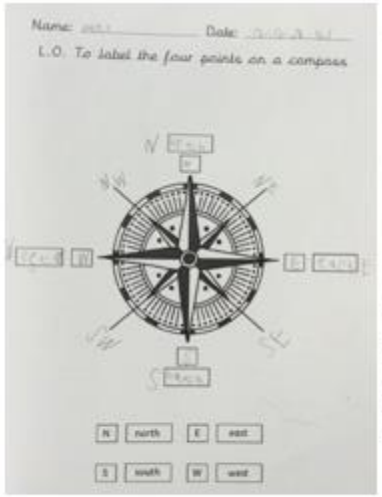
PHYSICAL FEATURES – SHALFLEET – Y1



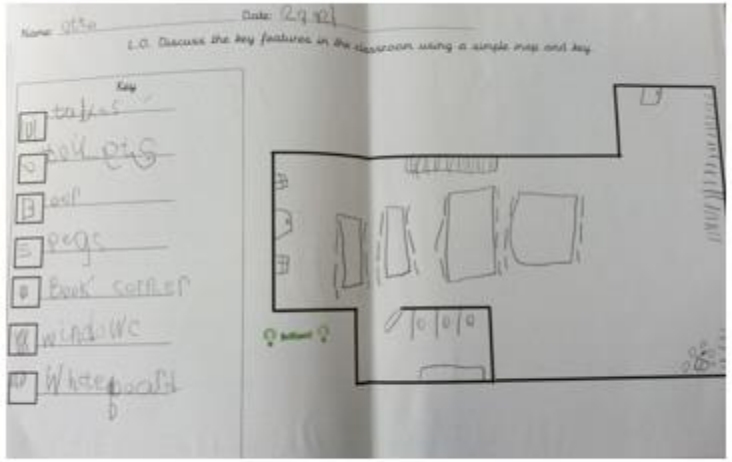
Physical and human – observing and comparing areas



GEOGRAPHICAL SKILLS – SHALFLEET – Y1



Use a compass to identify direction.



Devise a simple map including a basic key.

FIELDWORK – SHALFLEET – Y1

GEOGRAPHY IN YEAR 2 - SHALFLEET

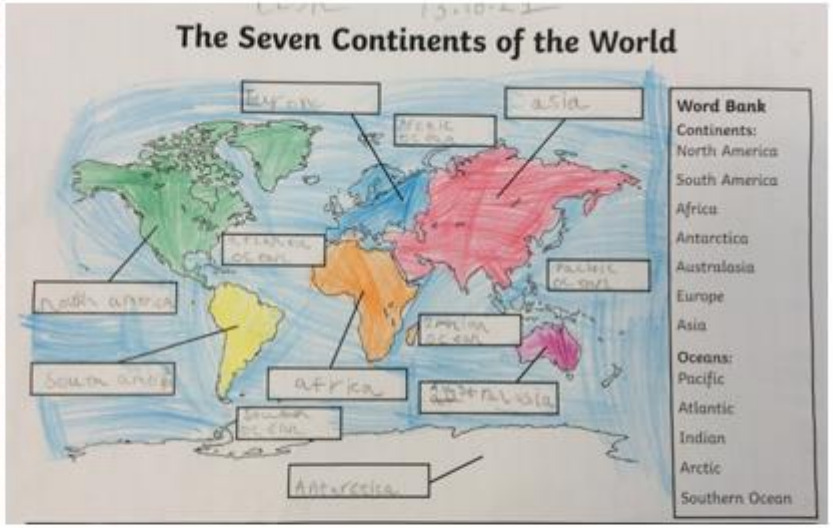
- Locational Knowledge
- Place Knowledge
- Human Geography
- Physical Geography
- Geographical Skills
- Fieldwork

Coverage

Shalfleet\Year 2\Geography covered.docx

LOCATIONAL KNOWLEDGE – SHALFLEET – Y2

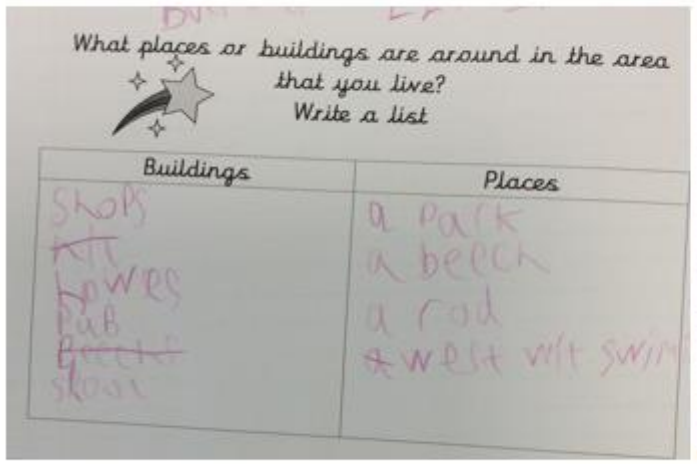
PLACE KNOWLEDGE – SHALFLEET – Y2

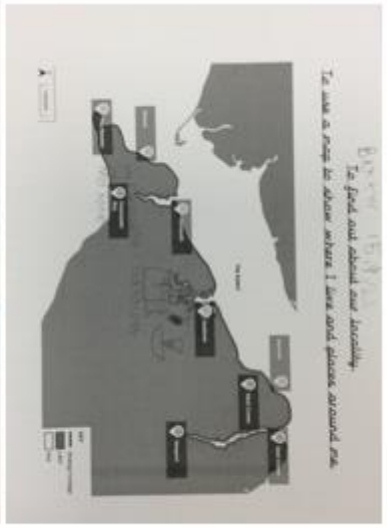


Name and locate the world's seven continents and five oceans.

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 FEATURES – SHALFLEET – Y2





Identify similarities and draw comparisons based on the Human and Physical features of the local and contrasting area.

PHYSICAL FEATURES – SHALFLEET – Y2

GEOGRAPHICAL SKILLS – SHALFLEET – Y2

Devise a simple map including a basic key.

FIELDWORK – SHALFLEET – Y2

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.

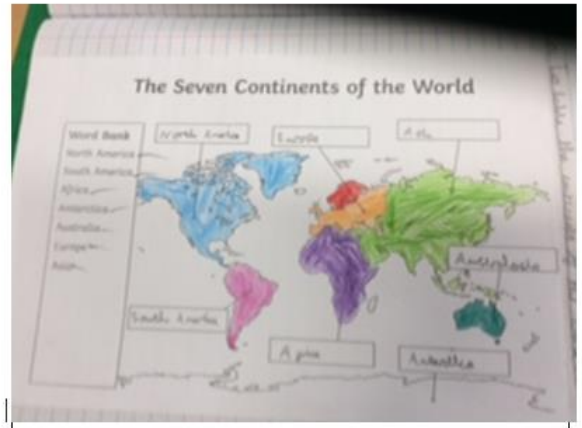
GEOGRAPHY IN YEAR 3 - SHALFLEET

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

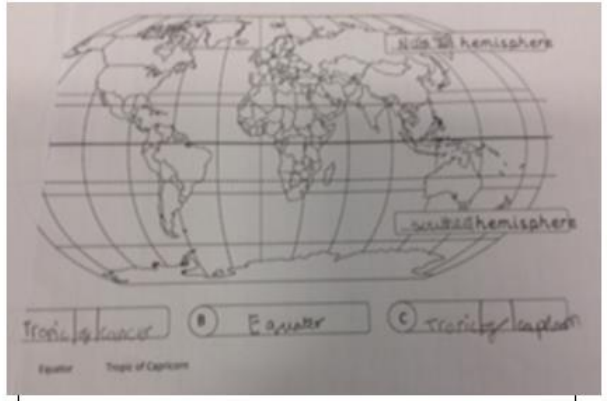
Coverage

Shalfleet\Year 3\Geography covered.docx

LOCATIONAL KNOWLEDGE – SHALFLEET – Y3

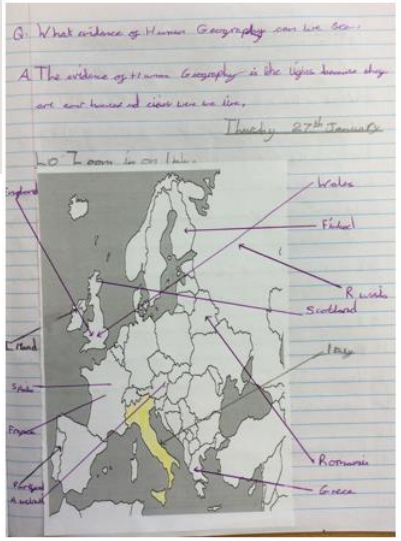


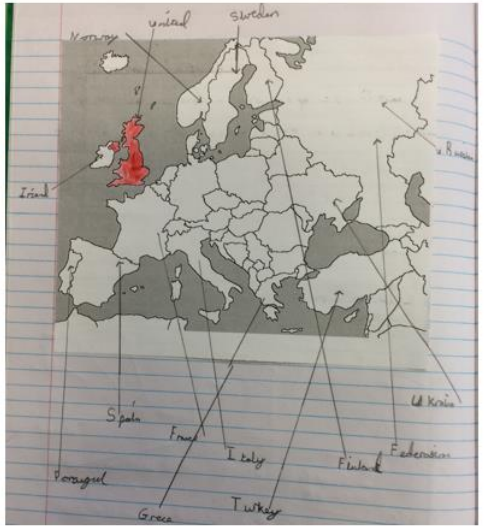
Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America,

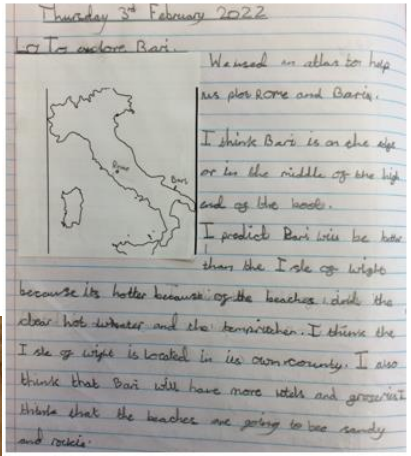


Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere

Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features



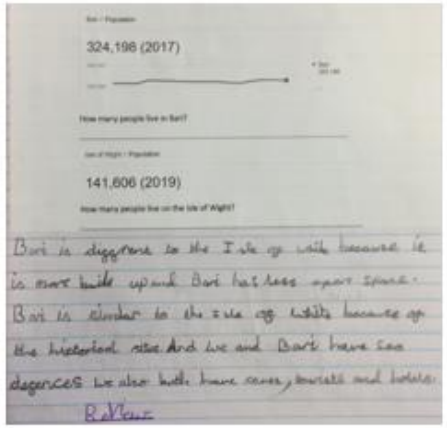


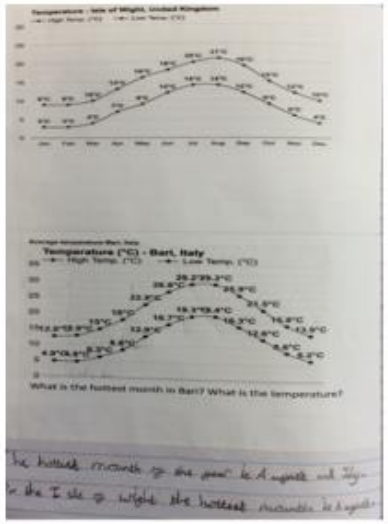


Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.

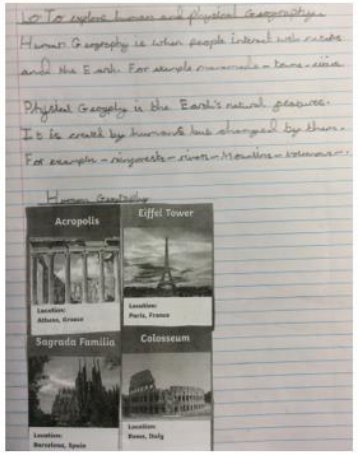
Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features

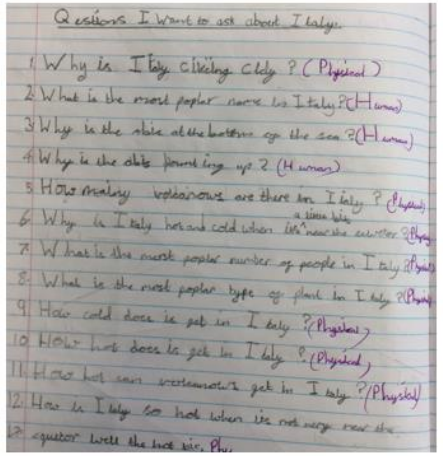
PLACE KNOWLEDGE – SHALFLEET – Y3





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

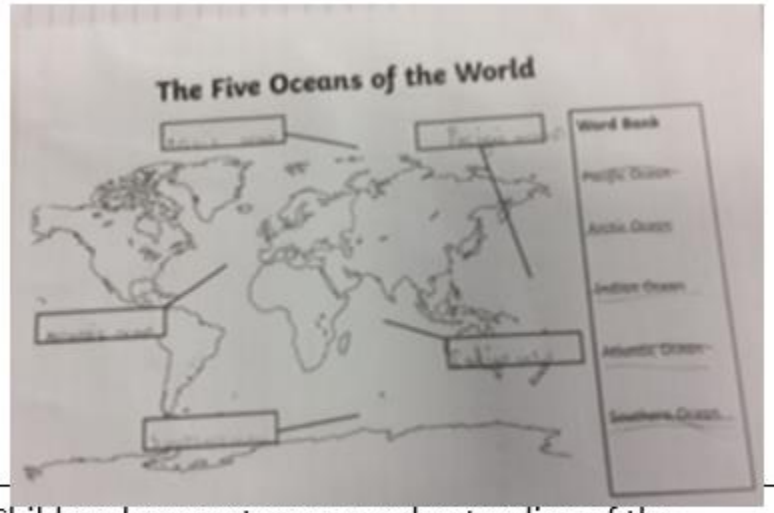




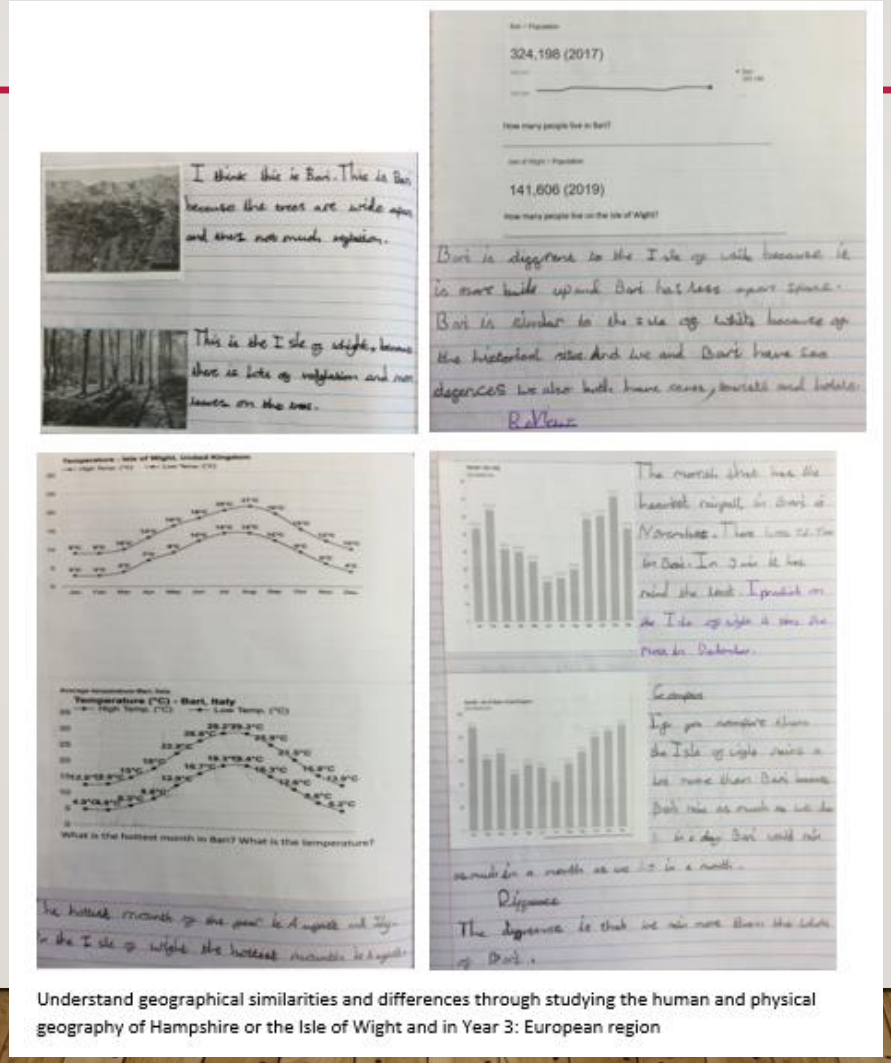
	Similarities to the IOW	Differences to the IOW
Human	The human Geography in between Bari is that Bari has a bigger population than us and the tourists that come.	The difference is because Bari has the biggest population it also has more houses than us.
Physical	The physical similarities are that trees are better apart because they have to grow because we have beaches and they are land so are Baries beaches. the kids of sand have to scrumble because they come up to the surphice.	The differences are that Bari is sunny and we rain more than them they really might only rain once a year but we rain alot. We also have different languages.

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 FEATURES – SHALFLEET – Y3

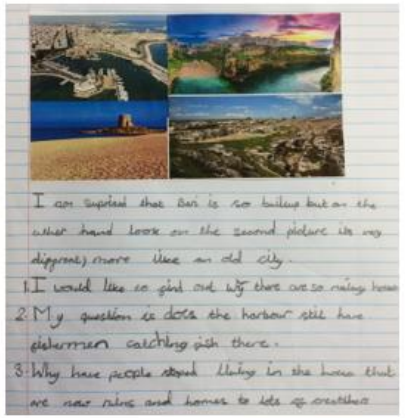


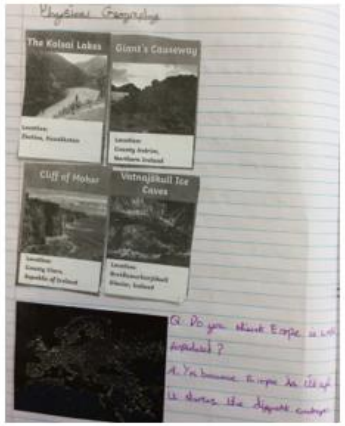
Children have a stronger understanding of the difference between physical and human geography



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

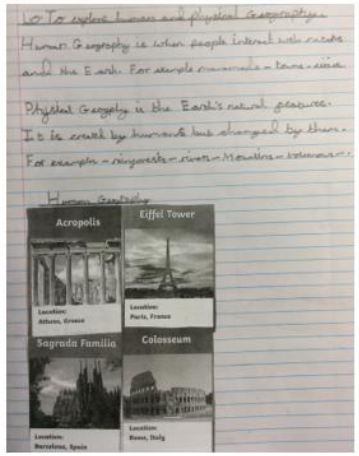
PHYSICAL FEATURES – SHALFLEET – Y3

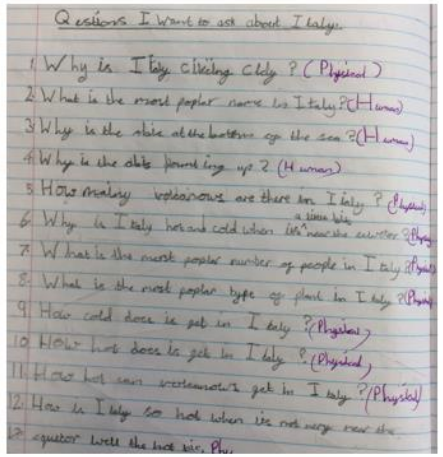




Physical geography, including climate zones, volcanoes, tornadoes, tsunamis, earthquakes and the water cycle.

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.





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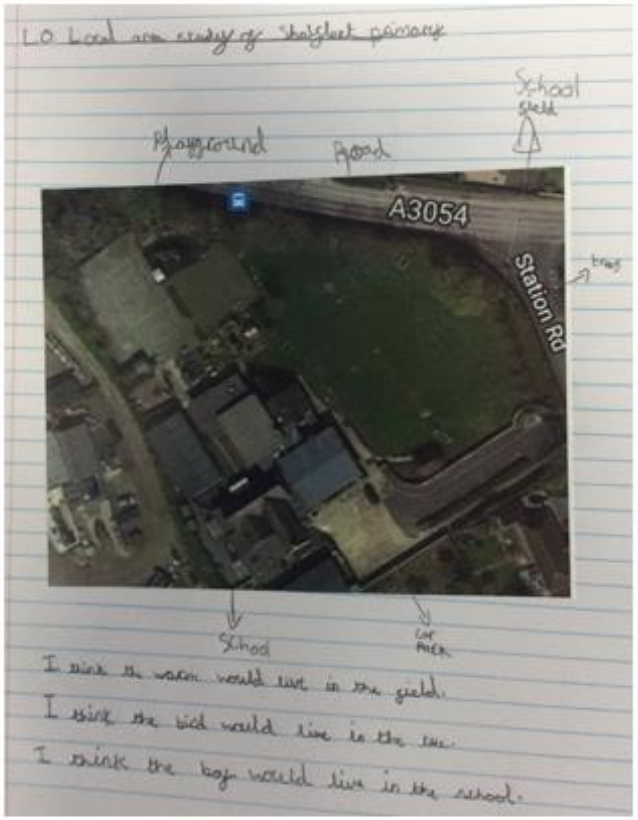
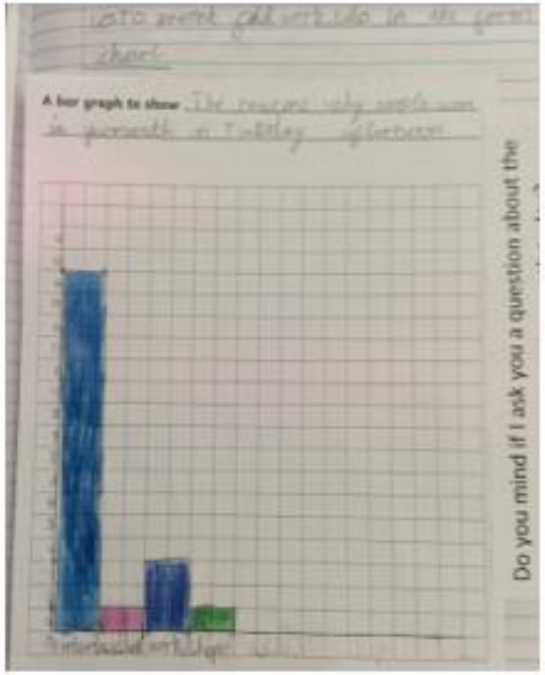
Children develop vocabulary relating to physical and human geographical features from KS1. They begin to develop the skills of comparing regions, by focusing on specific features. Children focus on comparing regions of the UK in depth and start to look at an area outside of the UK.

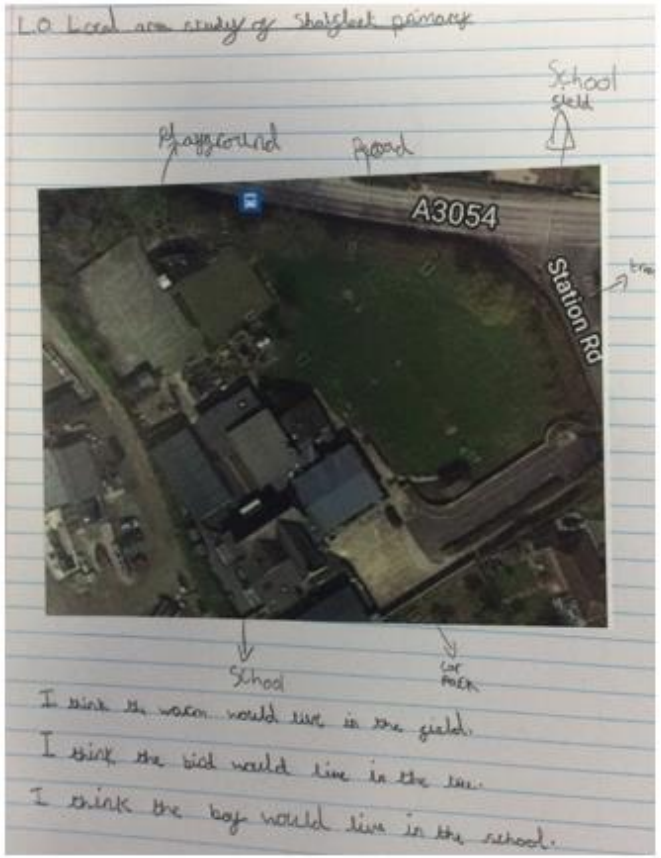
GEOGRAPHICAL SKILLS – SHALFLEET – Y3



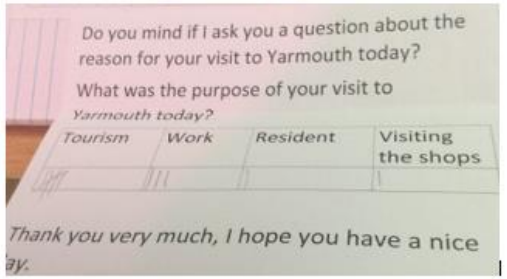
Use fieldwork to observe and present the human and physical features in the local area



FIELDWORK – SHALFLEET – Y3

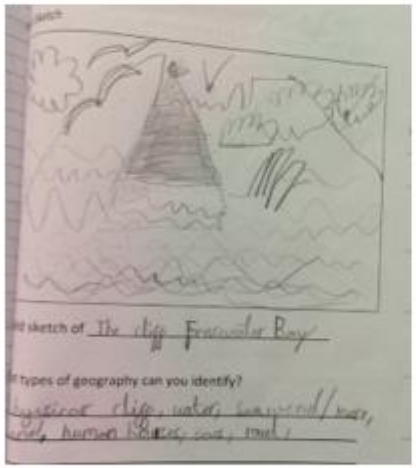


Use simple fieldwork and observational skills to study the geography of Yarmouth and Shalfleet Schools and the grounds including the key human and physical features of the surrounding environment.



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.

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.



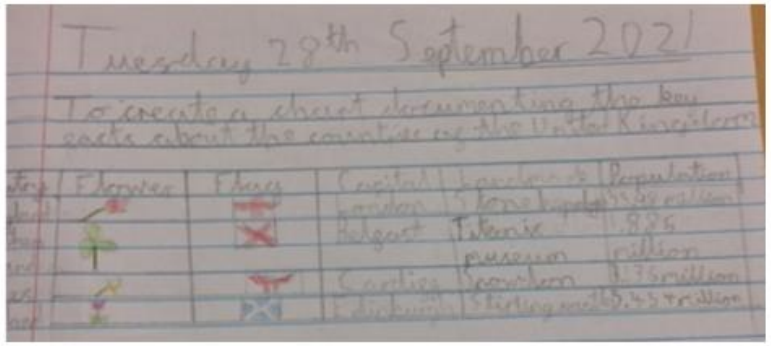
GEOGRAPHY IN YEAR 4 - SHALFLEET

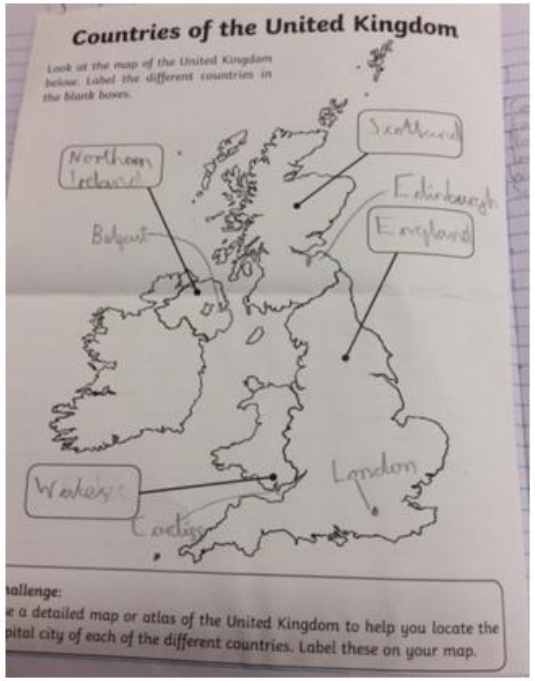
- Locational Knowledge
- Place Knowledge
- Human Geography
- Physical Geography
- Geographical Skills
- Fieldwork

Coverage

Shalfleet\Year 4\Geography covered.docx

LOCATIONAL KNOWLEDGE – SHALFLEET – Y4

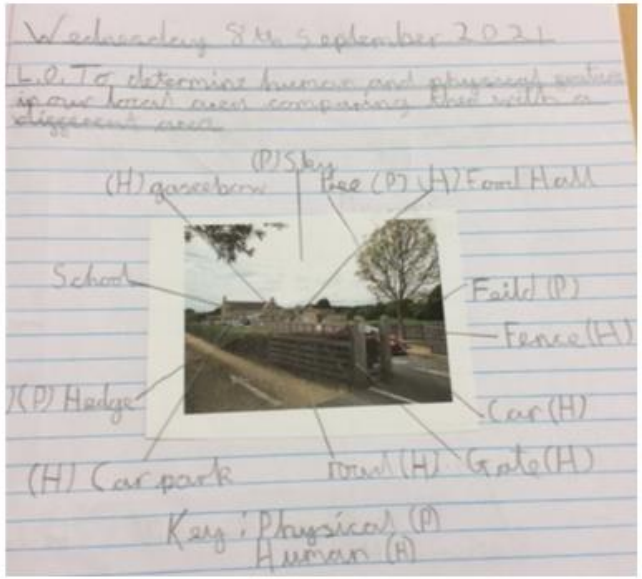


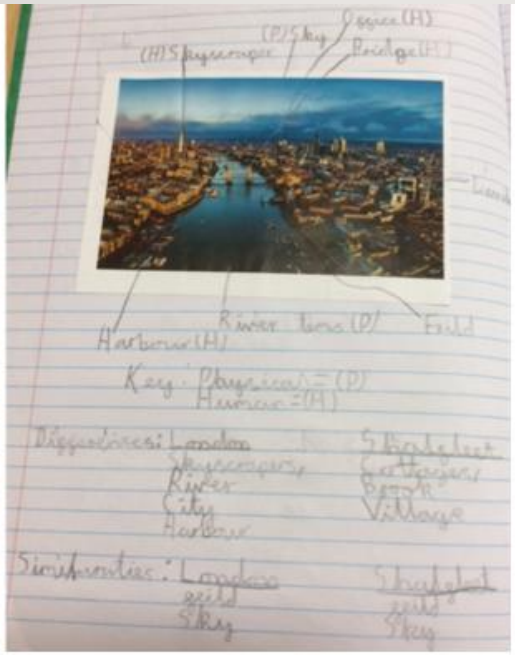


Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

PLACE KNOWLEDGE – SHALFLEET – Y4

HUMAN FEATURES – SHALFLEET – Y4

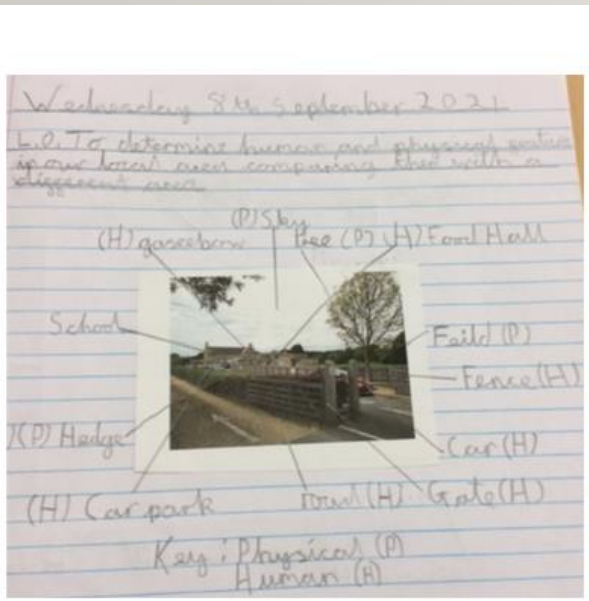


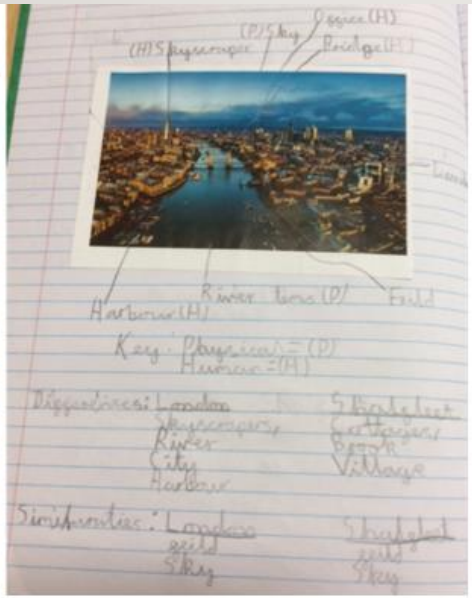


Human geography, including: types of settlement and land use

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.

PHYSICAL FEATURES – SHALFLEET – Y4





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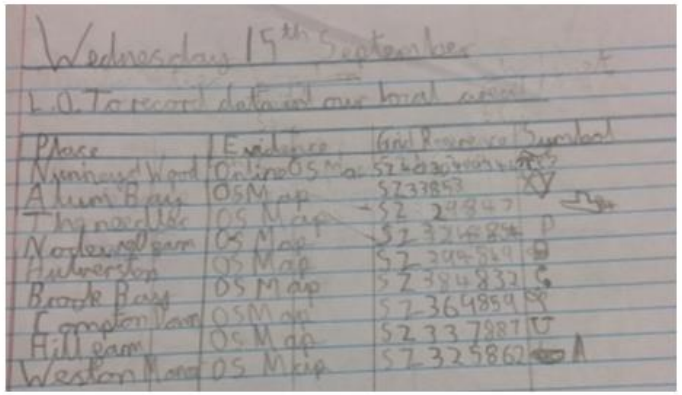
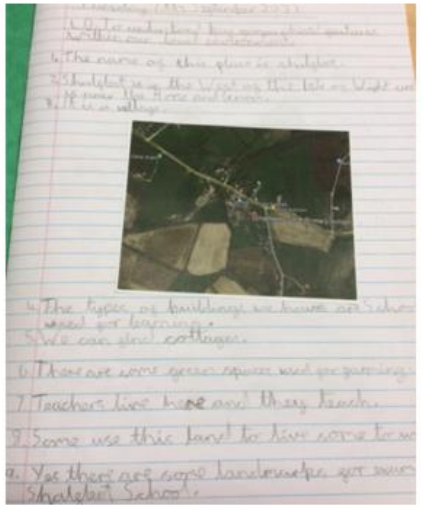
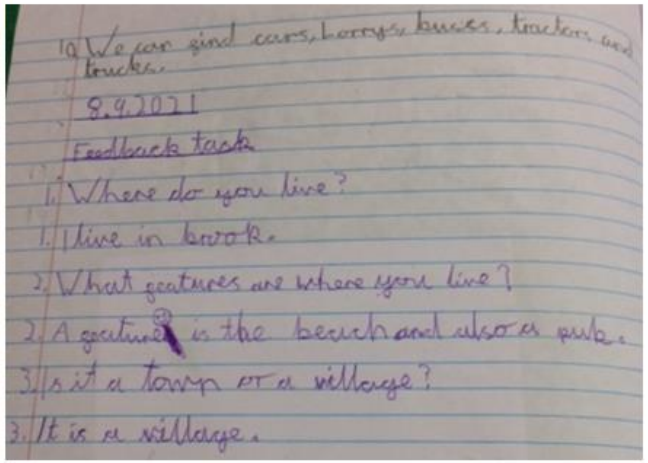
GEOGRAPHICAL SKILLS – SHALFLEET – Y4



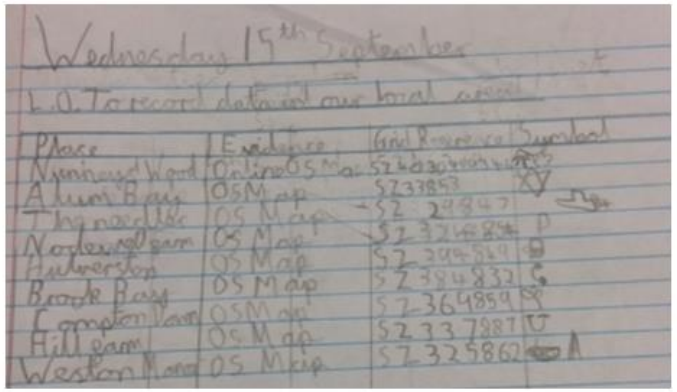
Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

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.





FIELDWORK – SHALFLEET – Y4



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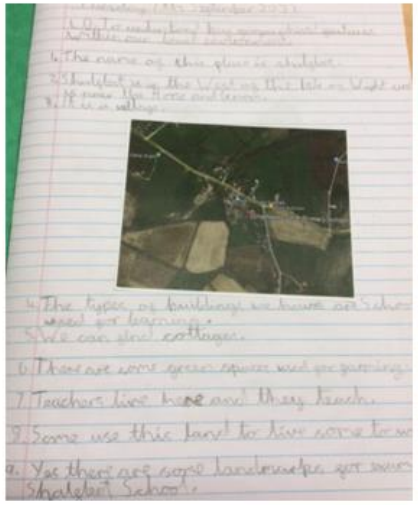
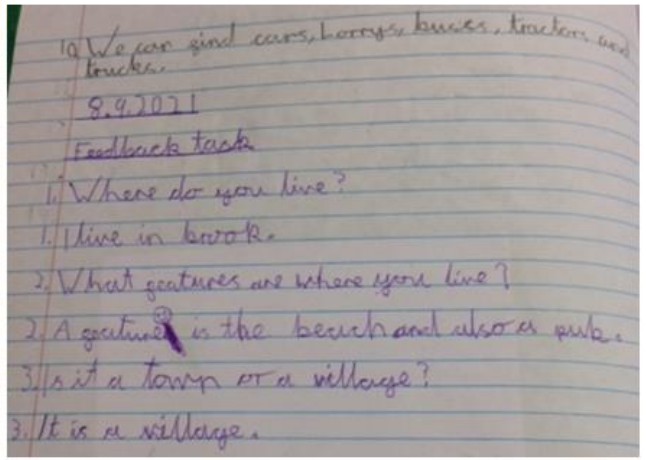




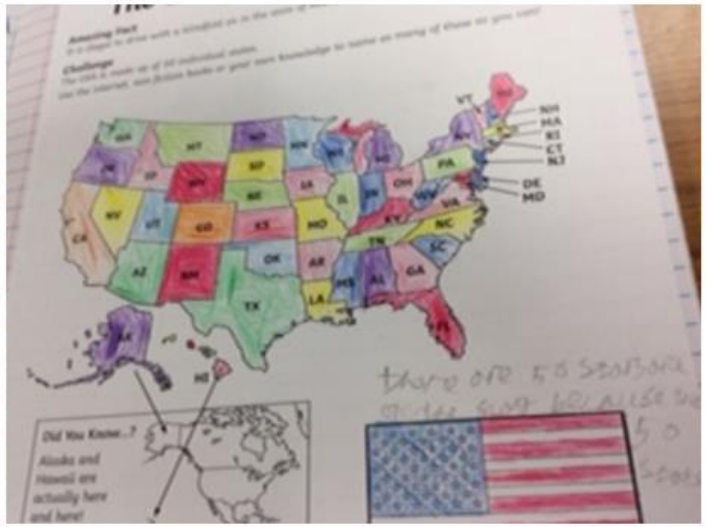
GEOGRAPHY IN YEAR 5 - SHALFLEET

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

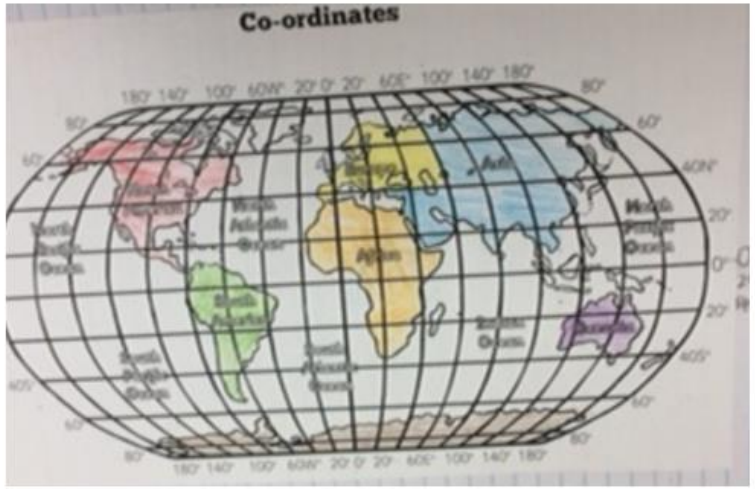
Coverage

Shalfleet\Year 5\Geography covered.docx

LOCATIONAL KNOWLEDGE – SHALFLEET – Y5

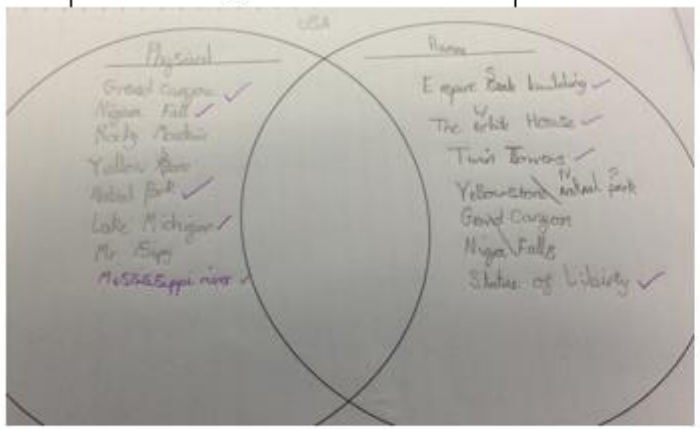


Locational – knowledge of longitude, latitude, coordinates



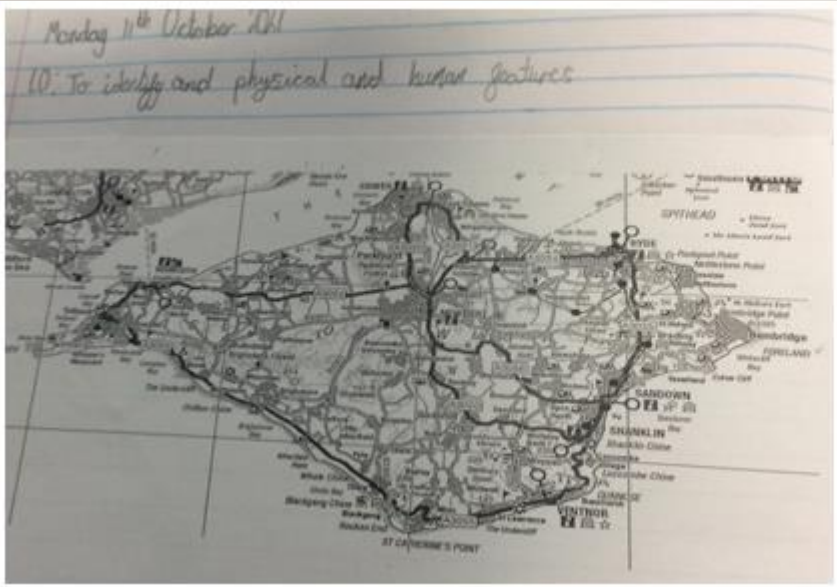
PLACE KNOWLEDGE – SHALFLEET – Y5

Year 5: A region of North America

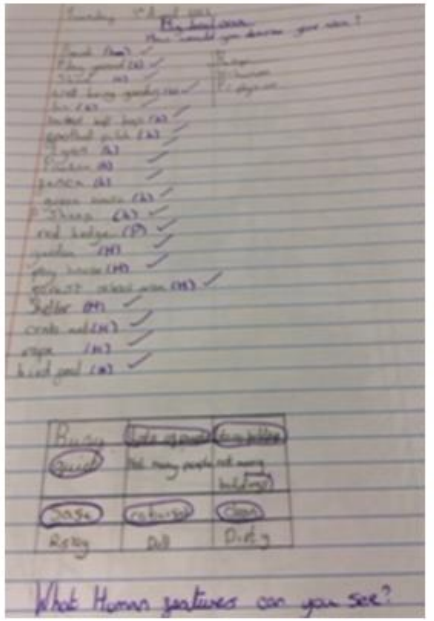


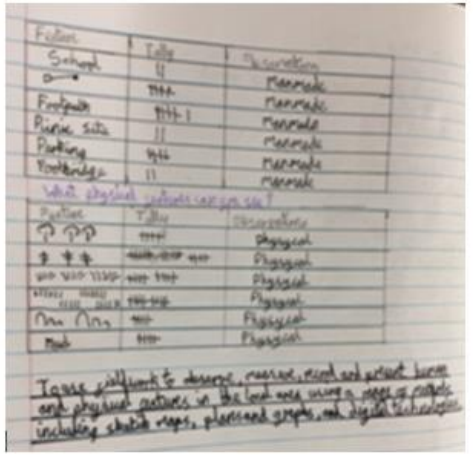
Physical geography, including climate zones, biomes and vegetation belts, **mountains** and the water cycle.
Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of **natural resources** including energy, food, minerals and water;

HUMAN FEATURES – SHALFLEET – Y5

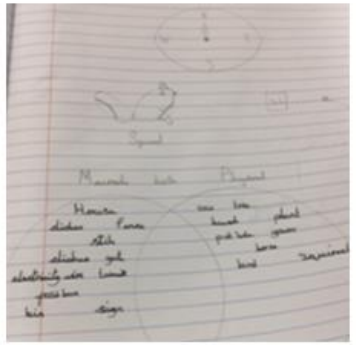


Human geography, including: types of settlement and land use, economic activity including trade links

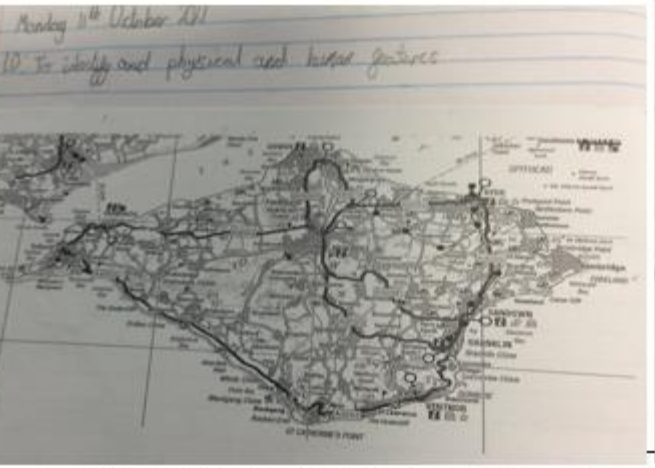


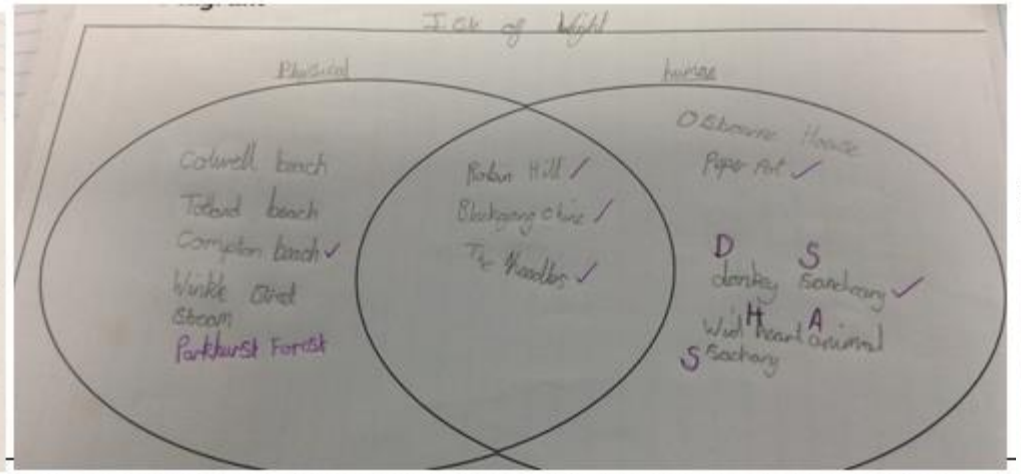


Deepening their understanding of the difference between physical and human geography, explaining the terminology of both aspects of geography and using the key vocabulary to demonstrate their knowledge and understanding.



PHYSICAL FEATURES – SHALFLEET – Y5





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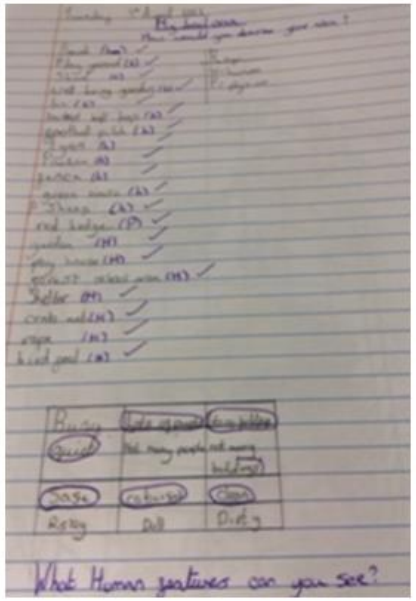
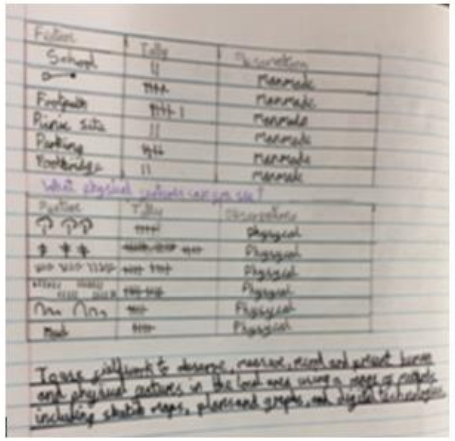
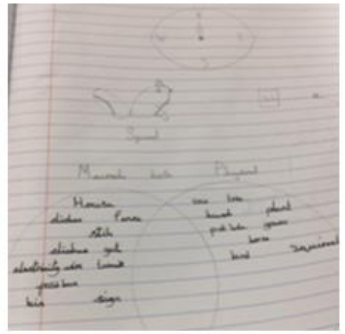




Deepening their understanding of the difference between physical and human geography, explaining the terminology of both aspects of geography and using the key vocabulary to demonstrate their knowledge and understanding.



GEOGRAPHICAL SKILLS – SHALFLEET – Y5

FIELDWORK – SHALFLEET – Y5

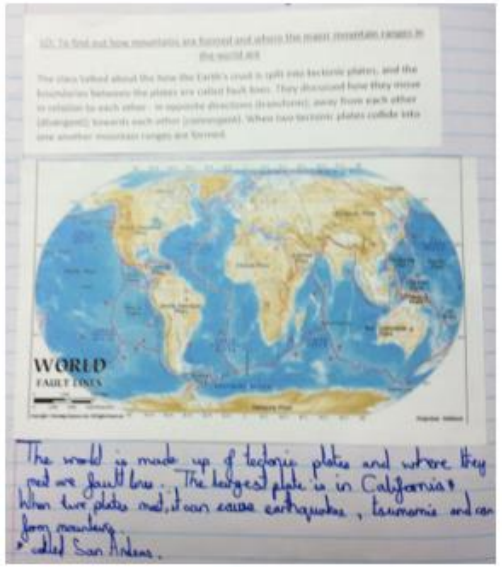
Flora in Yarmouth

GEOGRAPHY IN YEAR 6 - SHALFLEET

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

Shalfleet\Year 6\Geography coverage.docx

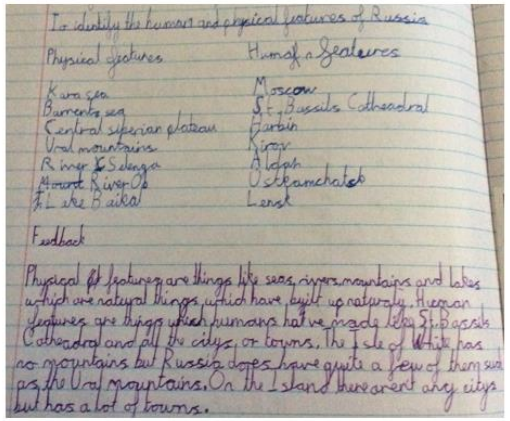
LOCATIONAL KNOWLEDGE – SHALFLEET – Y6

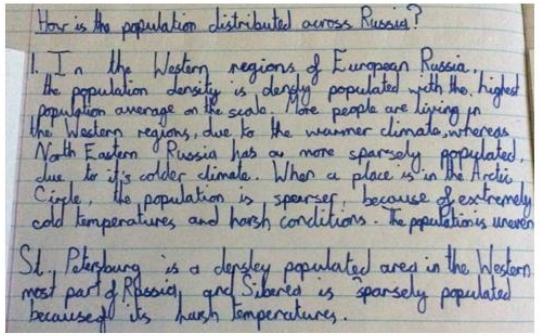


Locate the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).

Children use their knowledge of longitude, latitude, coordinates and indexes to locate places focusing more on countries outside of Europe.

PLACE KNOWLEDGE – SHALFLEET – Y6

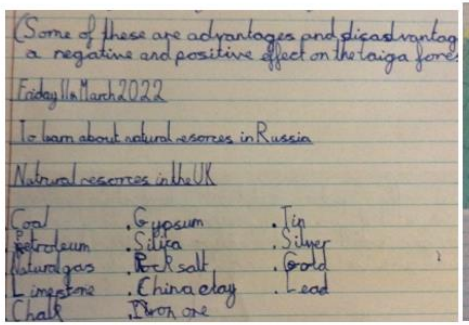


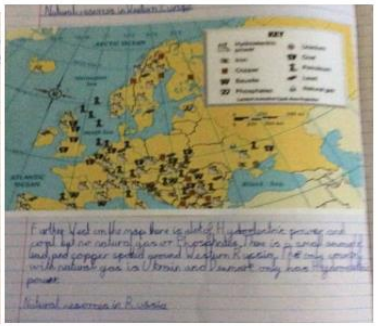


Understand geographical similarities and differences through studying the human and physical geography of Hampshire or the Isle of Wight and in Year 6: A region of Eastern Europe.

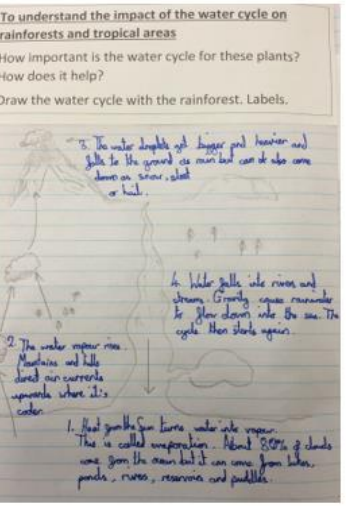
Exploring the impacts of tourism on a local area.

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.





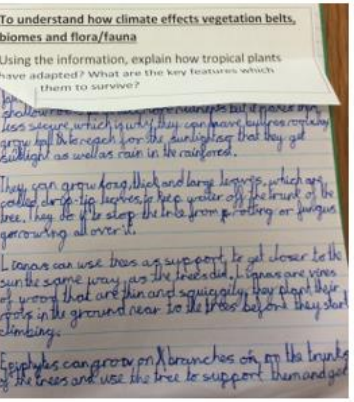
HUMAN FEATURES – SHALFLEET – Y6



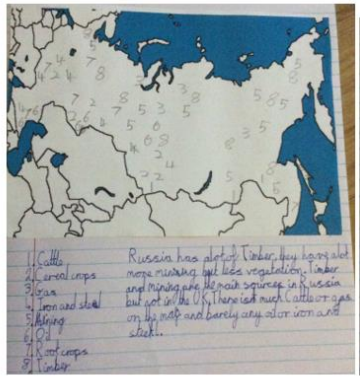
Human physical – water cycles

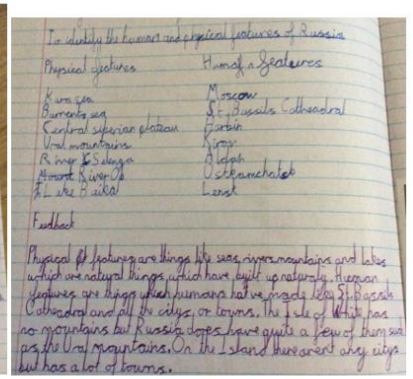
Compare physical geography

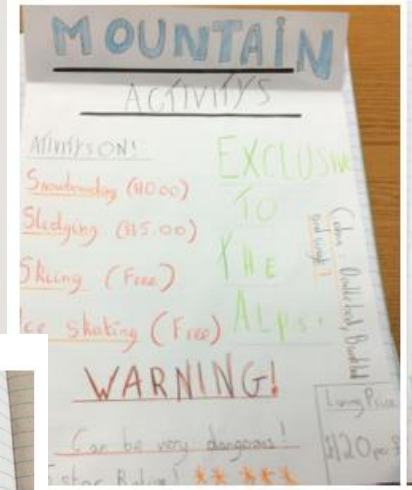
Biomes, vegetation belts



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;







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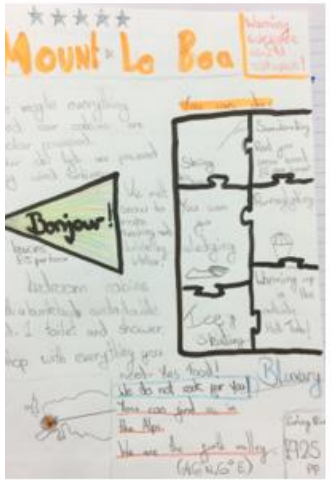
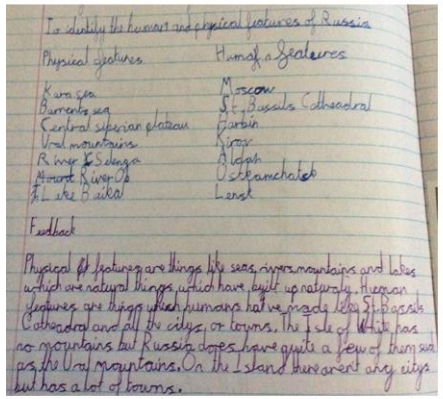
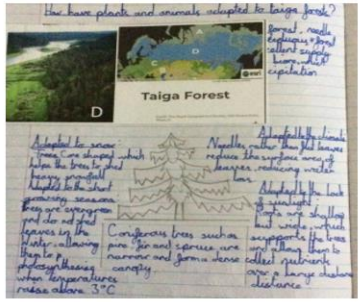


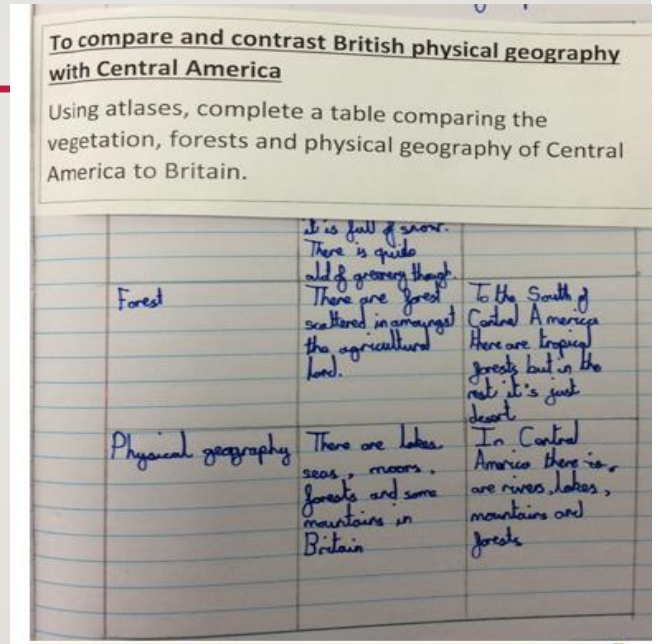
PHYSICAL FEATURES – SHALFLEET – Y6

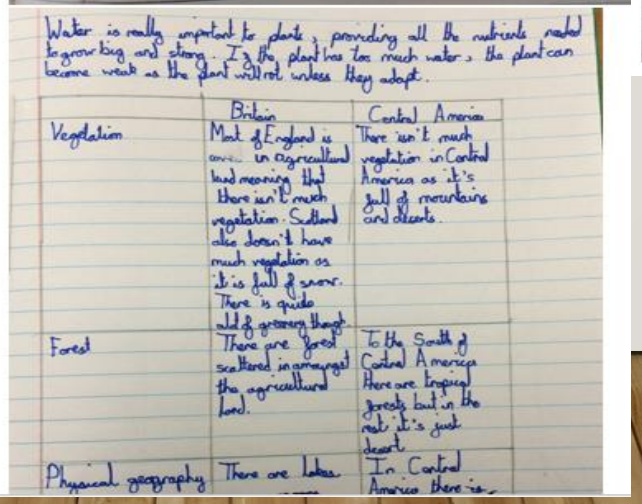


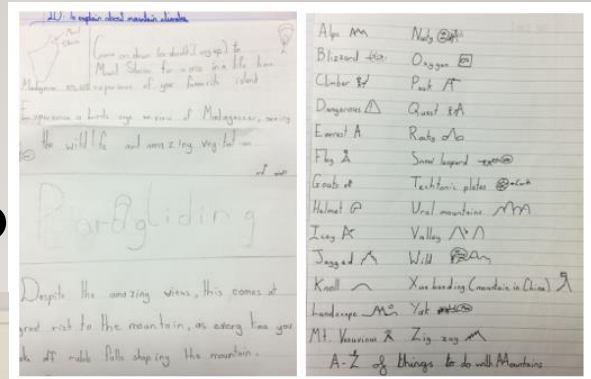


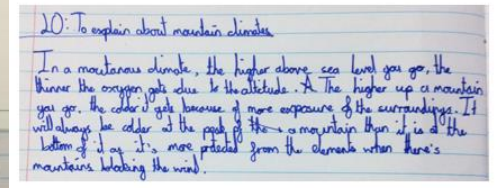
Physical geography, including climate zones, biomes and vegetation belts, **mountains** and the water cycle.

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.









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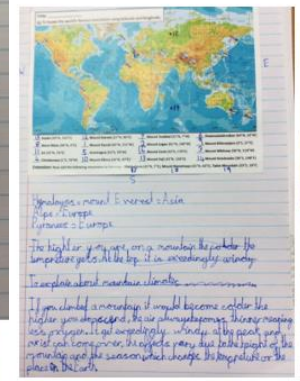
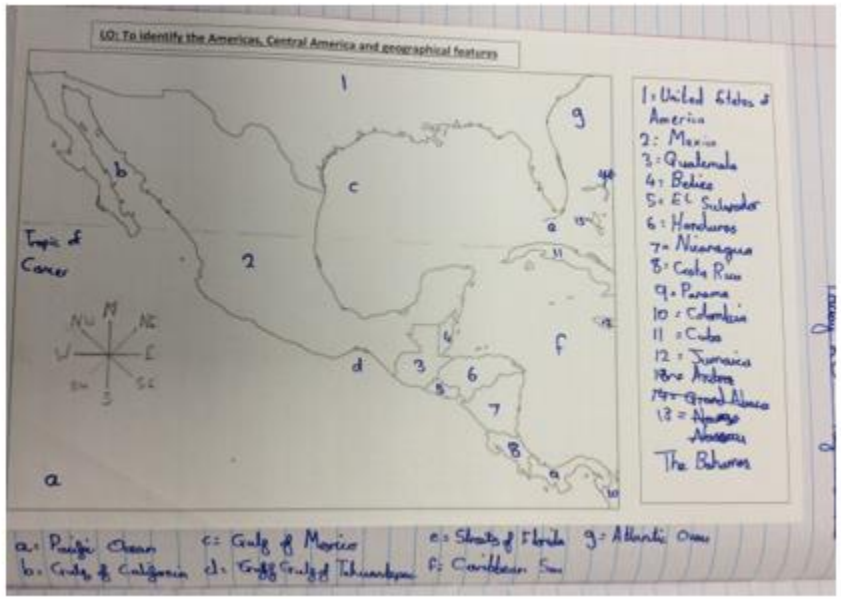


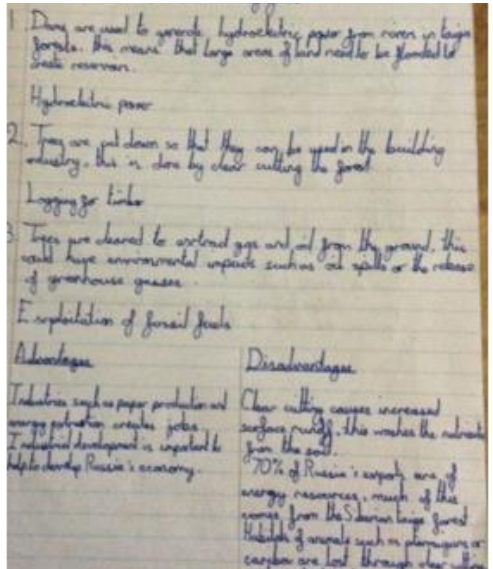
GEOGRAPHICAL SKILLS – SHALEFEET – Y6



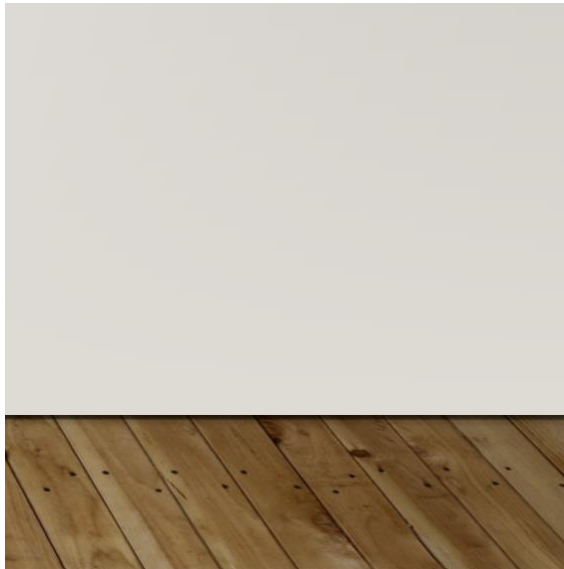
Geographical - Children build on their map skills by communicating locations through grid references and coordinates. They also explain what makes a good map symbol and

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

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.

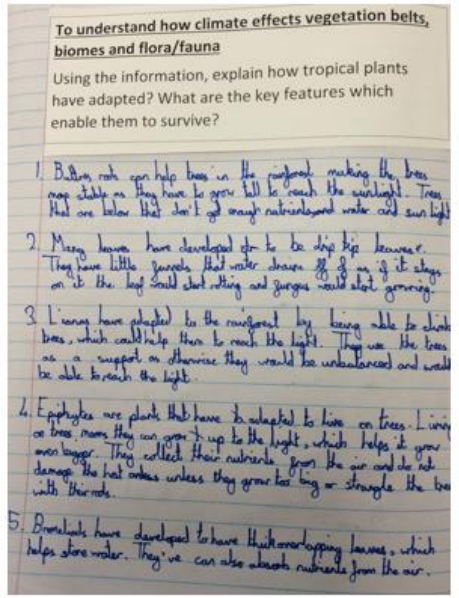


Children focus on observing and recording the changes of human features over time.



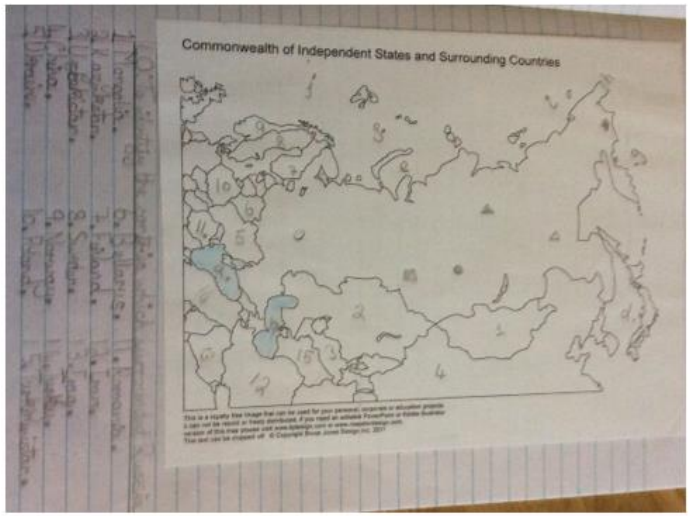
FIELDWORK – SHALFLEET – Y6

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.

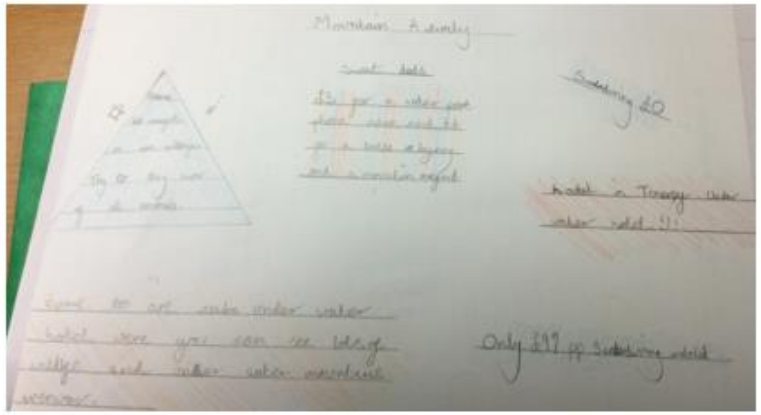


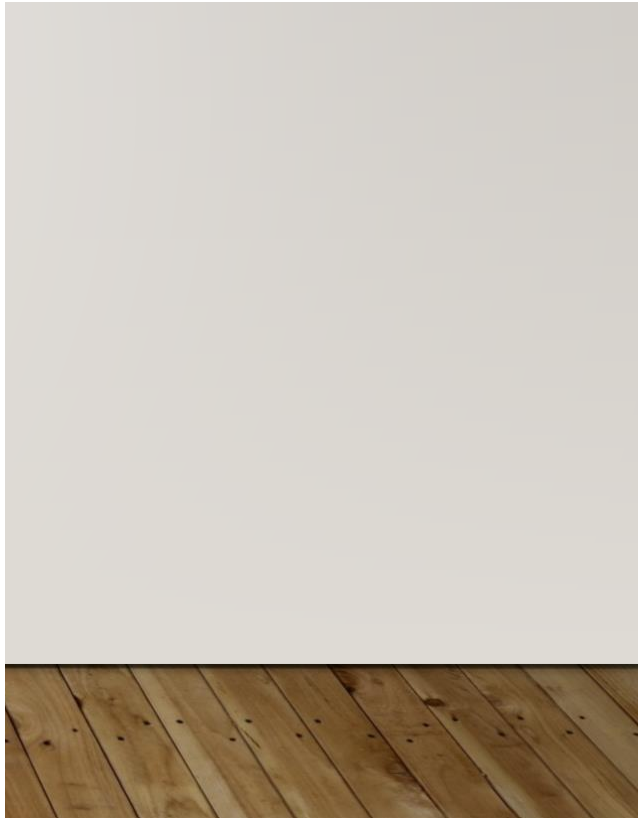
Fieldwork - Exploring and collecting fieldwork based on Erosion, rocks and soils, vegetation and use of landscape.

Ask questi
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.

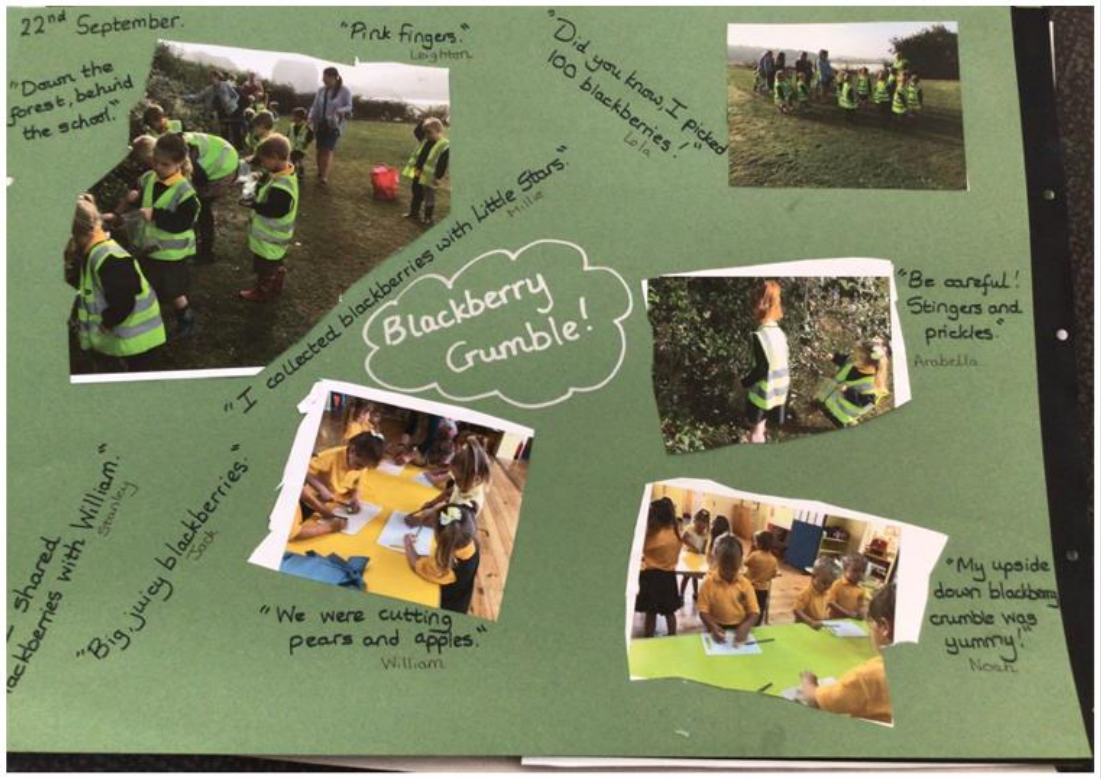


Children use their knowledge of longitude, latitude, coordinates and indexes to locate places focusing more on countries outside of Europe.





THE NATURAL WORLD– YARMOUTH - YR AUTUMN



The Natural World: Explore the natural world around them, making observations and drawing pictures of animals and plants.

Understanding some important processes and changes in the natural world around them, including the seasons.

Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences.

Nature Walks to observe the changes in seasons as we moved from Autumn to Winter:

Exploring the migration of the geese observed on the River Yar:

A Blackberry picking walk in the perimeter around the school, exploring the different plants and insects and making observations of the river and wildlife.

Child led interests:

A child had received a toy and explained that they had needed to wait a long time for it. When asked she said the toy had come from China. We got the world map play mat out on the carpet and found where China was in comparison to the Isle of Wight. We thought and talked about how the toy would have been transported, exploring routes of a container ship and talking about the tanker that got stuck in the Suez Canal.

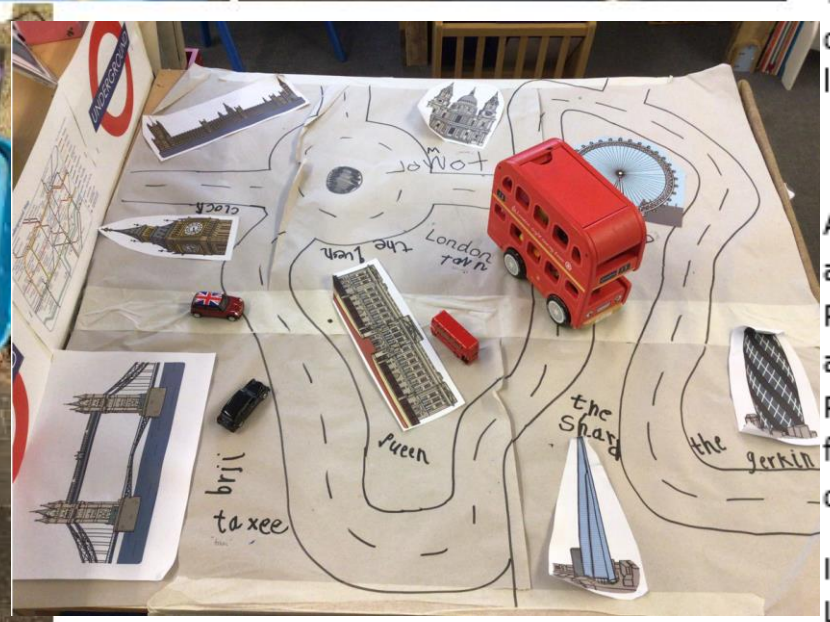
THE NATURAL WORLD– YARMOUTH - YR AUTUMN

A pupil in Beach Class had noticed an old pirate ship moored in the harbour on his way to school and it had been a great source of fascination to him which he wanted to share with his friends. I captured a photo of the pirate ship during lunch time and then showed the class that afternoon. The children spent the afternoon painting pictures of the ship. The following morning we wrote letters to 'the pirates' and took them over to the Harbour Office where we got to meet a real life pirate, Captain Jack.

Meanwhile the children had also written letters to Father Christmas which we were taking to the post box in Yarmouth. We decided to combine these 2 themes by initiating a treasure map from Captain Jack for the children to guide them around Yarmouth landmarks before leading them to the post box. Whilst spotting local landmarks including the church, town hall, pier (and pier bell), Yarmouth Castle and lifeboat, we talked about clues as to whether the buildings were old or new, asking children to explain their ideas e.g. the style of windows, doors, stone work, plaques in the walls. We used positional and descriptive language when following the map to our next location.

When we arrived back at school we were able to locate the plaque on the side of the school building, similar to the ones we had seen on other buildings in Yarmouth.

THE NATURAL WORLD– YARMOUTH - YR SPRING



Geography write up Spring Term.

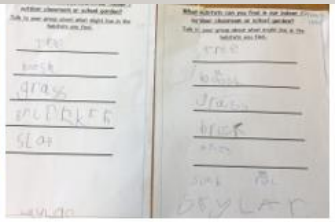
In Beach Class we always use the children's interests to lead our learning but at certain times of the year, events on the calendar also influence our learning.

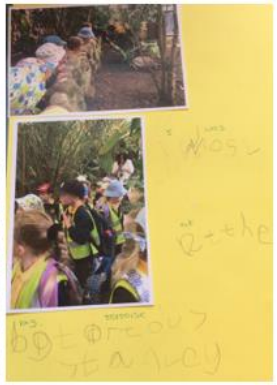
Chinese New Year was once such time on the calendar which influenced our learning. We set a station up in class for the children to explore Chinese New Year, including artefacts but also a map of the world and a globe so that the children could locate China in comparison to their own location on The Isle of Wight. We spoke about Chinese New Year being celebrated across the world in many countries too and the world map allowed for discussions about other countries/Continents and their location e.g. Australia and The Arctic.

After we had spent a week exploring Chinese New Year, the children's interests led us onto thinking about castles and queens. We were very fortunate that this linked well with the Queen's official Platinum Jubilee date of 6th February. After receiving a letter from Paddington asking for help to arrange a Jubilee tea party, the children were inspired to make a role play area of Buckingham Palace. As the learning progressed, the children became more fascinated with other buildings and features of London. We used maps again – this time of the United Kingdom to locate London and compare it to our school's location on The Isle of Wight. We spoke about capital cities.

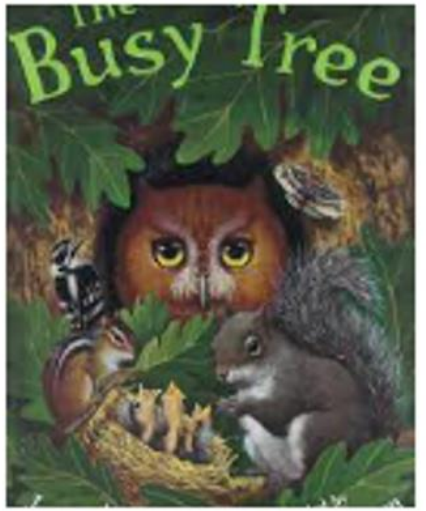
In the children's own play they took up challenge cards which showed pictures (and facts) about London landmarks, recreating them with large and small scale construction.

THE NATURAL WORLD– YARMOUTH - YR SUMMER





Using texts in class to support our learning about habitats:



By Jennifer Word

THE NATURAL WORLD– YARMOUTH - YR SUMMER

Fireman explaining how and when they go out on a shout

Field work

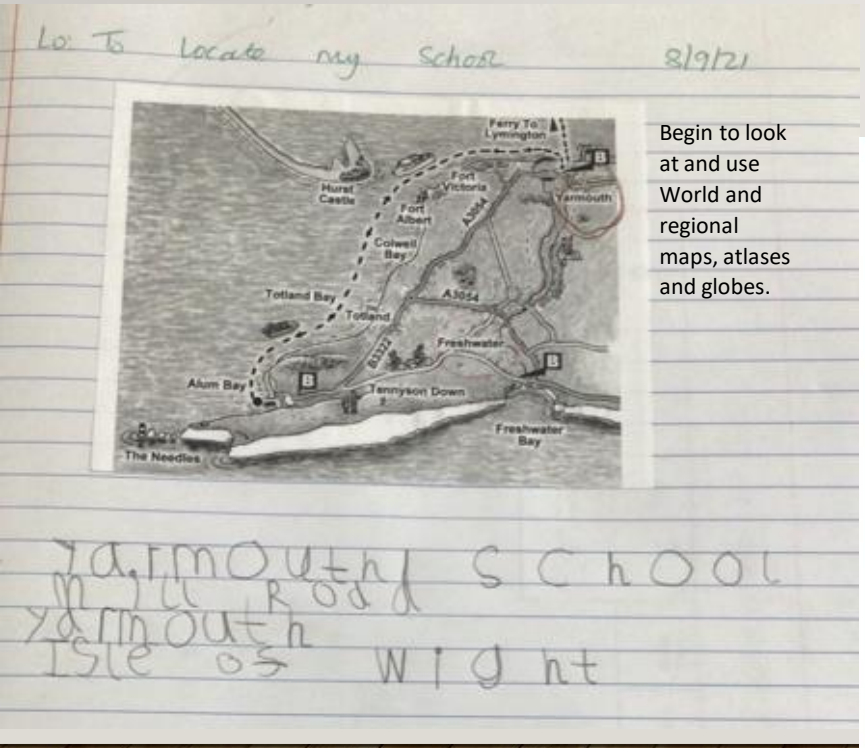
GEOGRAPHY IN YEAR 1 – YARMOUTH

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

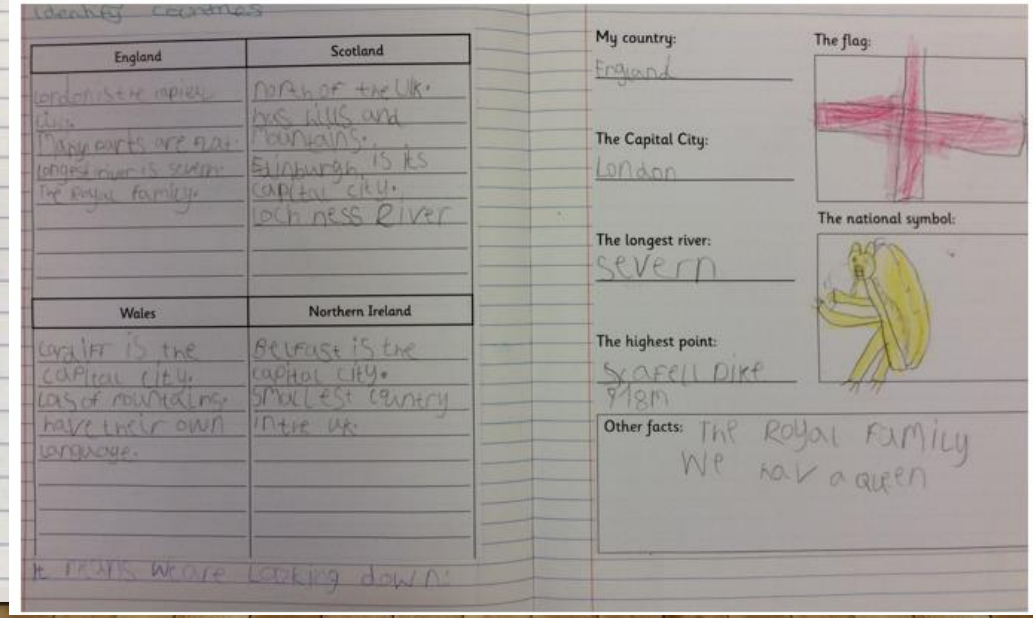
Coverage

Yarmouth\Year 1\Goegraphy Covered.docx

LOCATIONAL KNOWLEDGE – YARMOUTH – Y1



Begin to look at and use World and regional maps, atlases and globes.



Look at and use world maps, atlases and globes to identify the associated studied areas.

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.

Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

PLACE KNOWLEDGE – YARMOUTH – Y1

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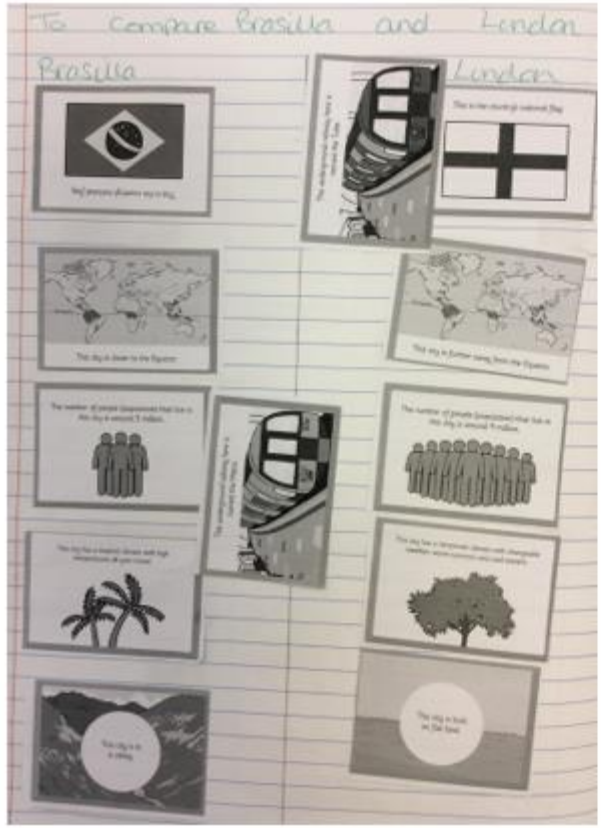
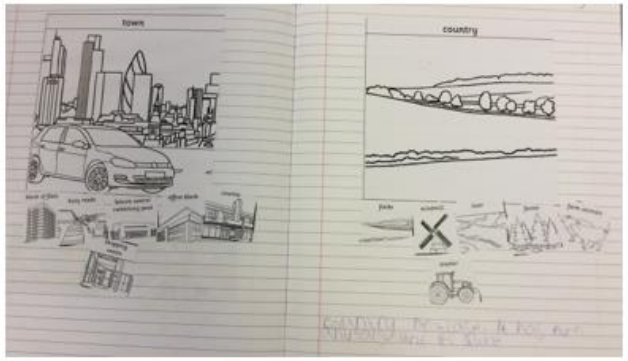
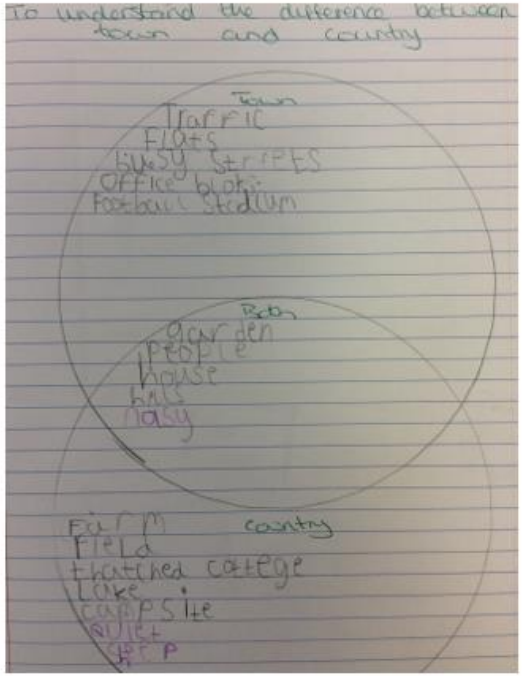


Place - Understand geographical similarities and differences through studying the human and physical geography of the Isle of Wight, and a small area of a contrasting non-European country

HUMAN FEATURES – YARMOUTH – Y1





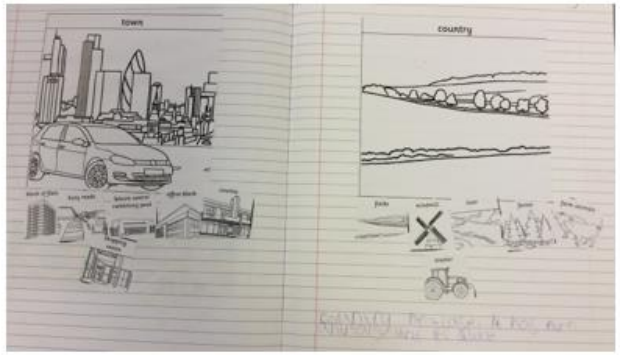
Human and physical

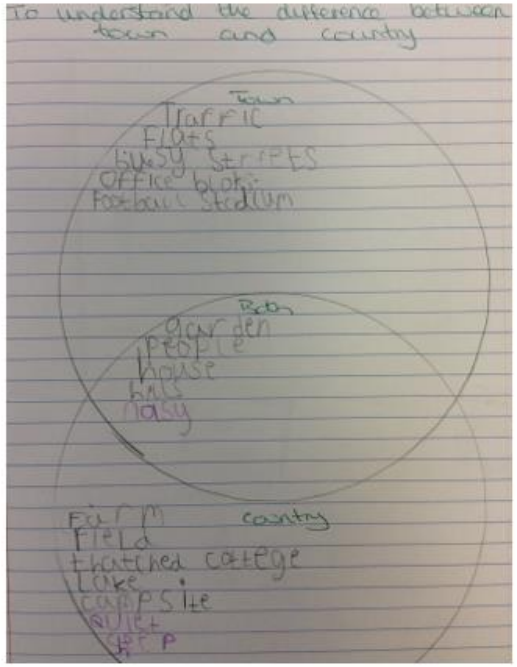
Use basic geographical vocabulary to refer to:

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.

PHYSICAL FEATURES – YARMOUTH – Y1





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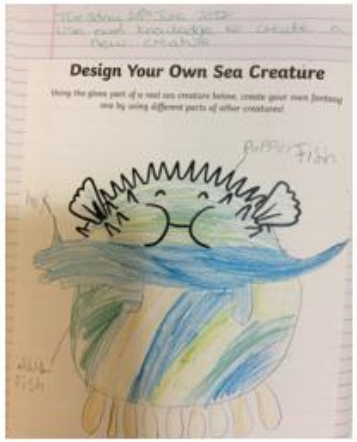
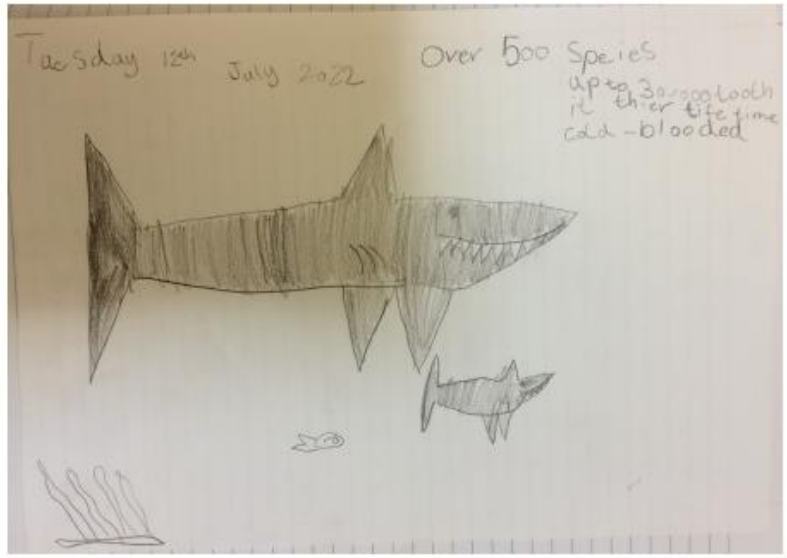
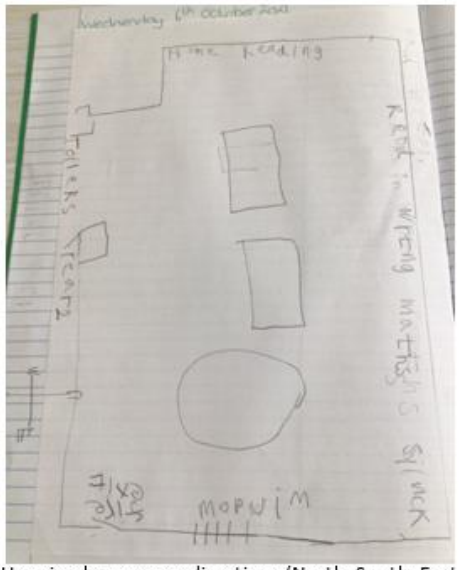


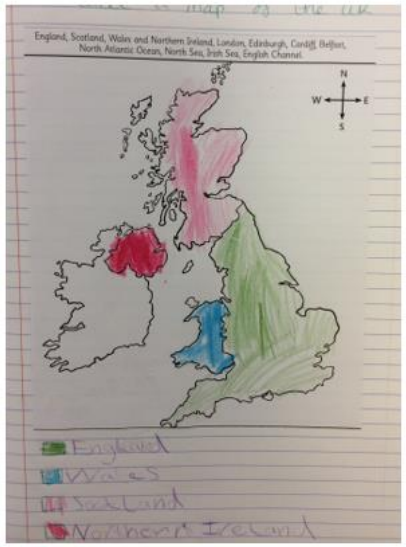


GEOGRAPHICAL SKILLS – YARMOUTH – Y1

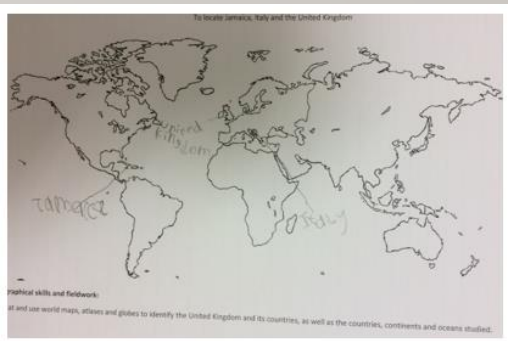


Use simple compass directions (North, South, East and West)

Devise a simple map including



Geographical – construct a simple key

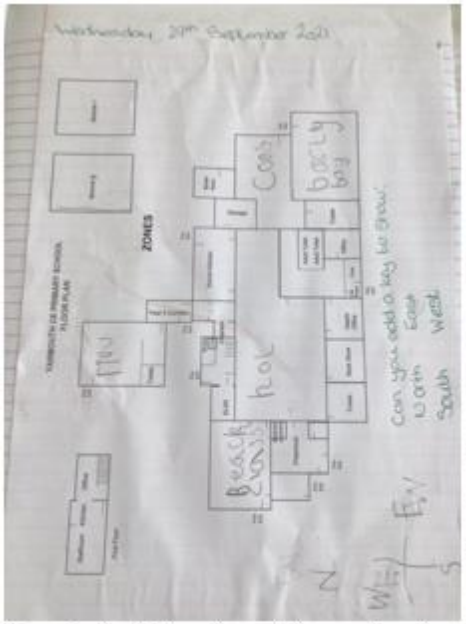


Look at and use world maps, atlases and globes to identify the associated studied areas.

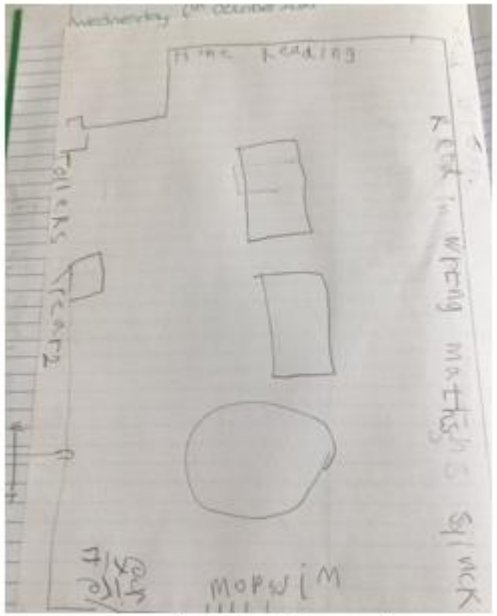
Look at and use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.

Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

FIELDWORK – YARMOUTH – Y1



Use simple fieldwork and observational skills to study the geography of Yarmouth School and the grounds



Devise a simple map; and use and construct basic symbols in a key.

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

GEOGRAPHY IN YEAR 2 – YARMOUTH

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

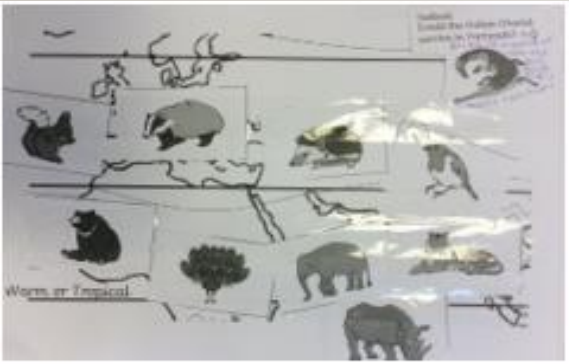
Coverage

Yarmouth\Year 2\Spring\Geography coverage.docx

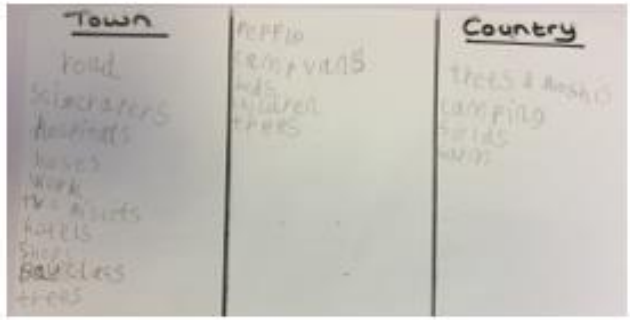
LOCATIONAL KNOWLEDGE – YARMOUTH – Y2

PLACE KNOWLEDGE – YARMOUTH – Y2

HUMAN FEATURES – YARMOUTH – Y2

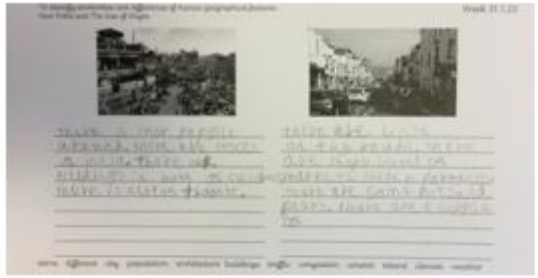


Human and Physical: Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles;



Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather

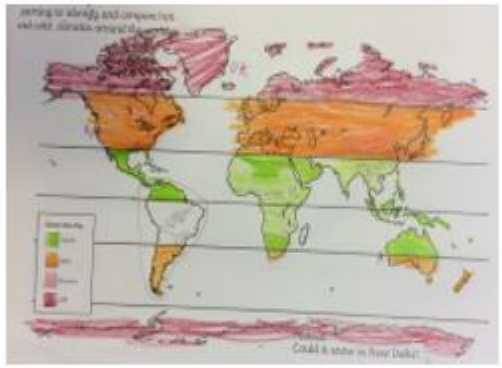
Key human features, including city, town, village, factory, farm, house, office, port, harbour and shop.



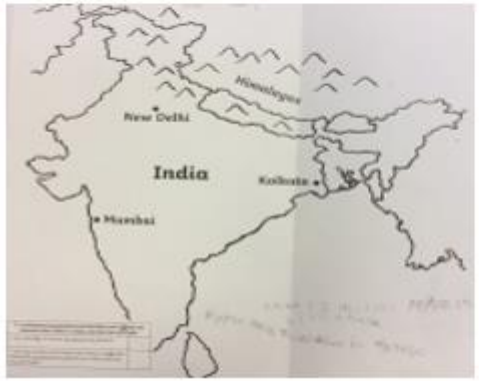
Use World and regional maps, atlases and globes.

Google Earth.

Identify similarities and draw comparisons based on the Human and Physical features of the local and contrasting area.

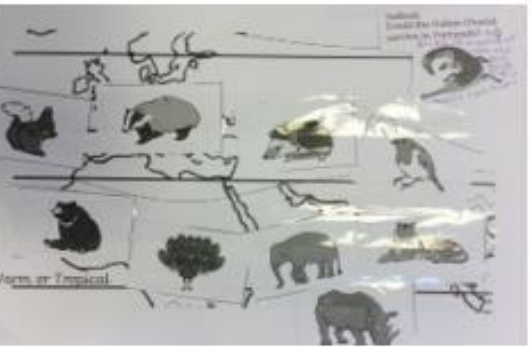


Human and Physical: Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles;

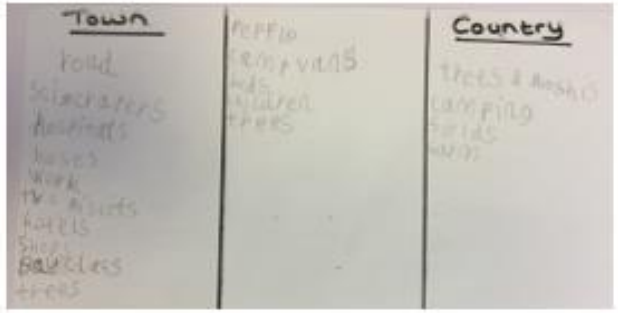


Understand geographical similarities and differences through studying the human and physical geography of the Isle of Wight

PHYSICAL FEATURES – YARMOUTH – Y2

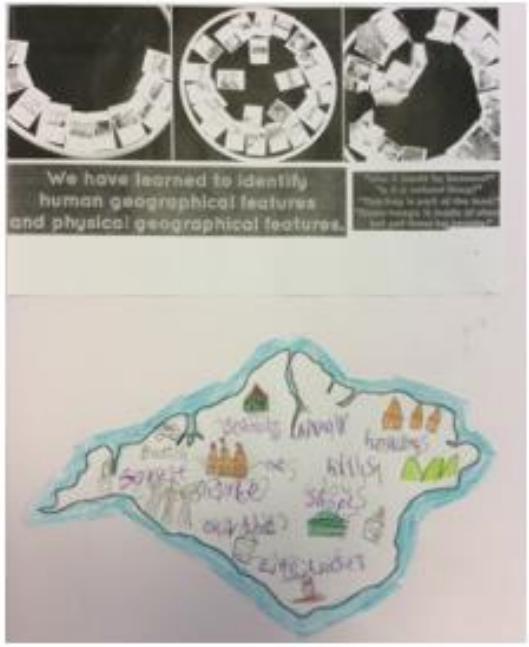


Human and Physical: Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles;

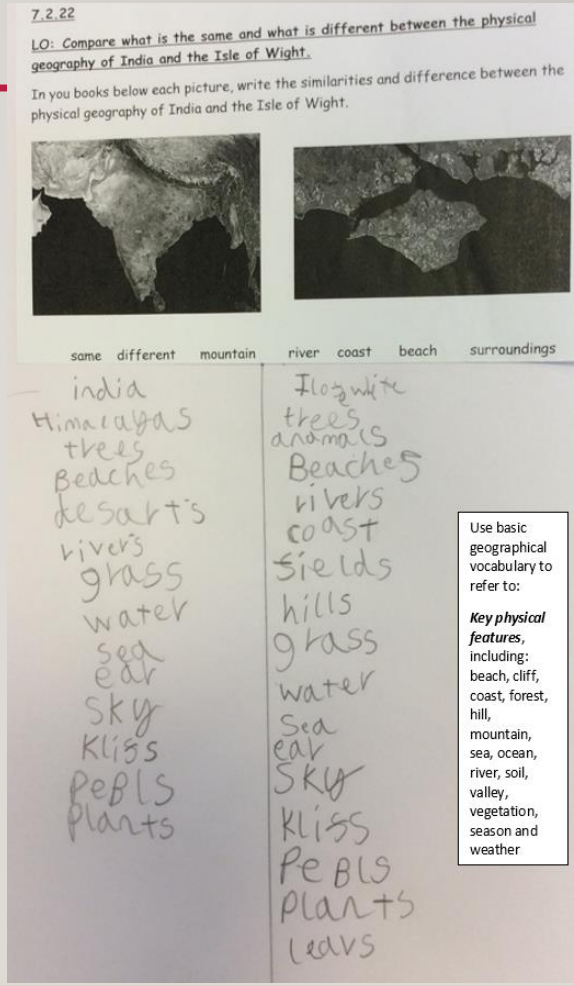


Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather

Key human features, including city, town, village, factory, farm, house, office, port, harbour and shop.



Understand geographical similarities and differences through studying the human and physical geography of the Isle of Wight

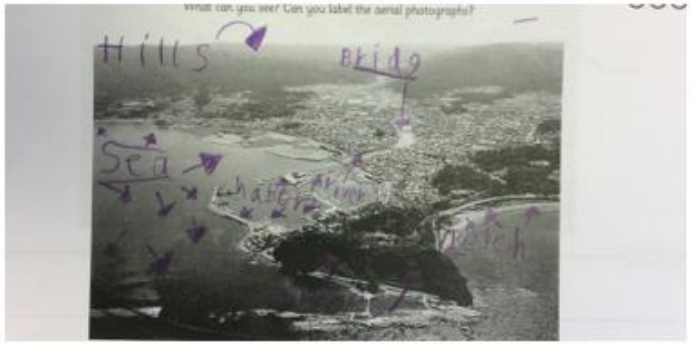


Use basic geographical vocabulary to refer to:

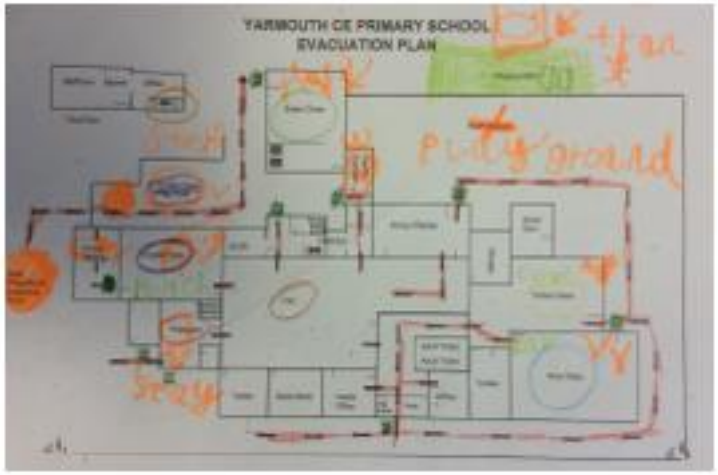
Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather

GEOGRAPHICAL SKILLS – YARMOUTH – Y2

Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features



FIELDWORK – YARMOUTH – Y2



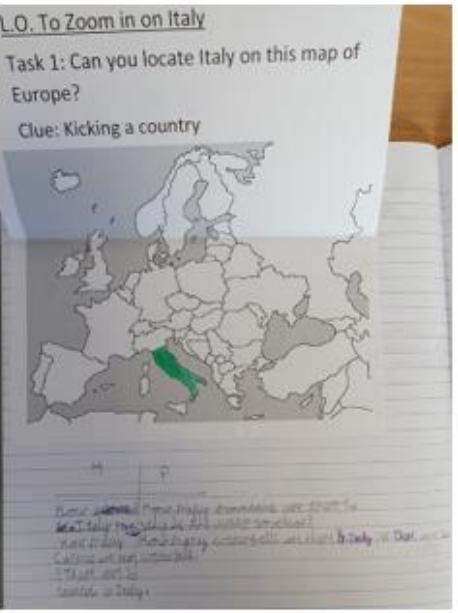
Use simple fieldwork and observational skills to study the geography of Yarmouth and Shalfleet Schools and the grounds including the key human and physical features of the surrounding environment.

GEOGRAPHY IN YEAR 3 – YARMOUTH

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

Yarmouth\Year 3\Geography coverage.docx

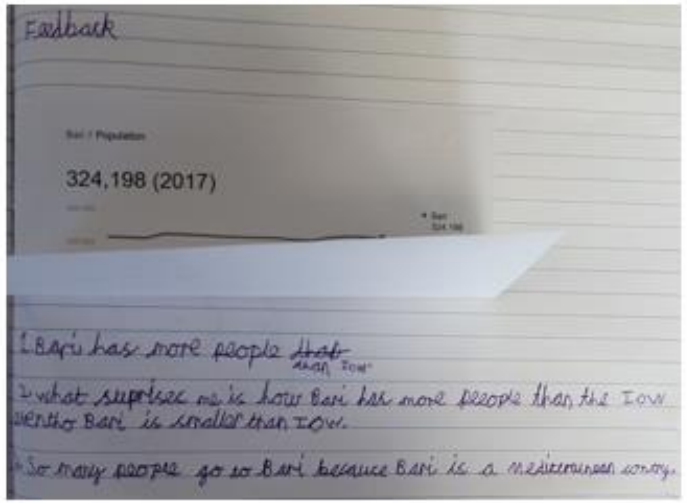
LOCATIONAL KNOWLEDGE – YARMOUTH – Y3

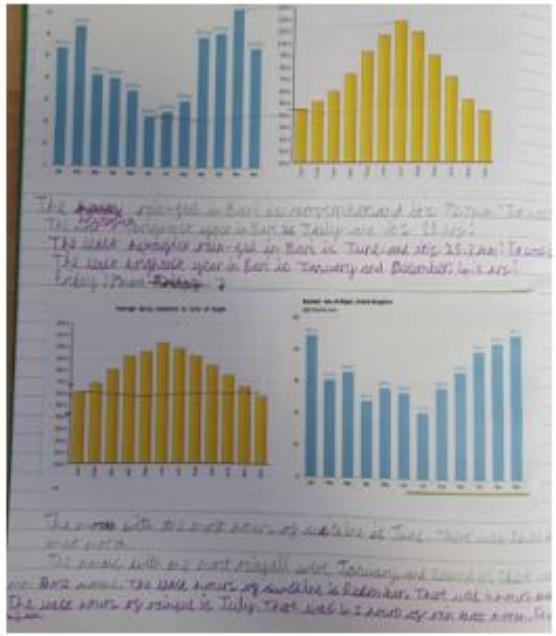


Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns;

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.

PLACE KNOWLEDGE – YARMOUTH – Y3

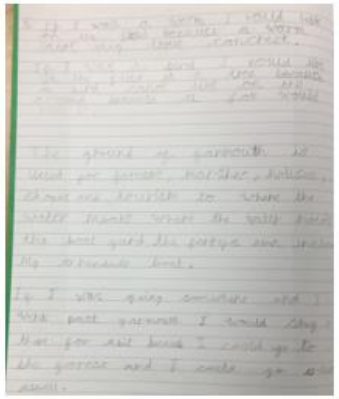


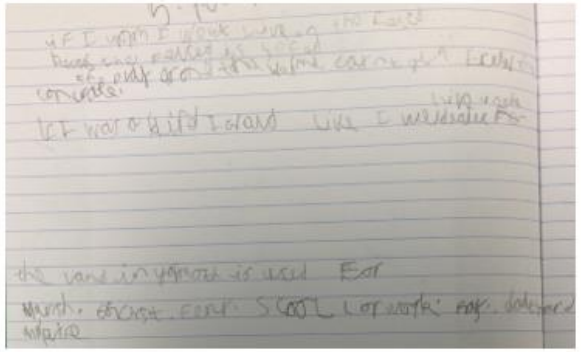


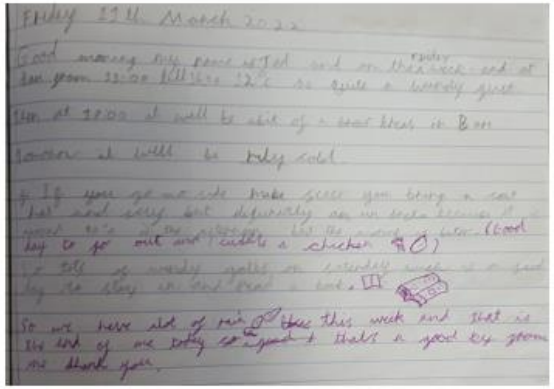
Understand geographical similarities and differences through studying the human and physical geography of Hampshire or the Isle of Wight and in Year 3: European region

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 FEATURES – YARMOUTH – Y3





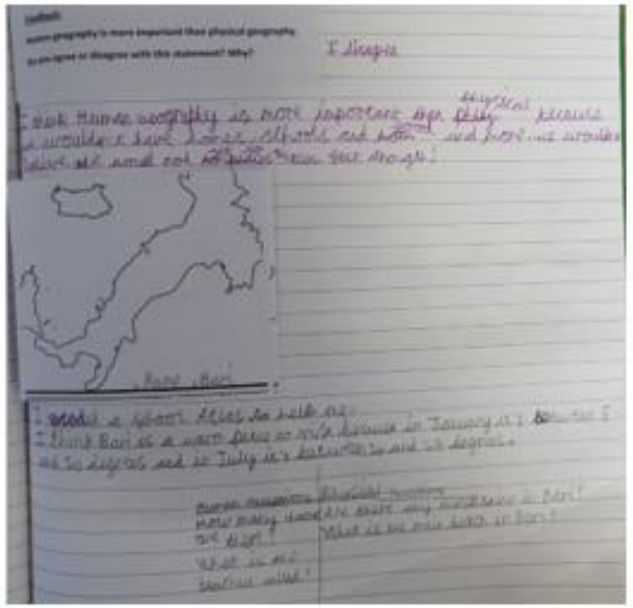


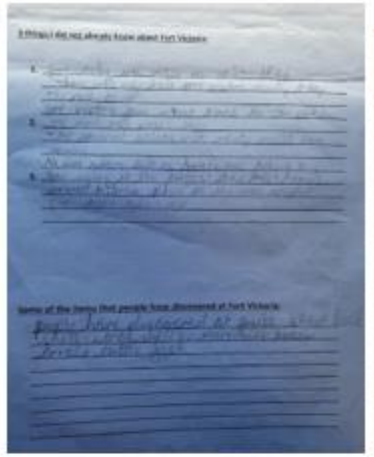
Human geography, including: types of settlement and land use

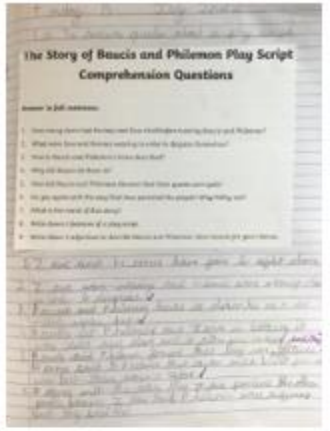
Children have a stronger understanding of the difference between physical and human geography. They use more precise vocabulary, explaining the processes of physical and human geography and their significance.

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.

PHYSICAL FEATURES – YARMOUTH – Y3

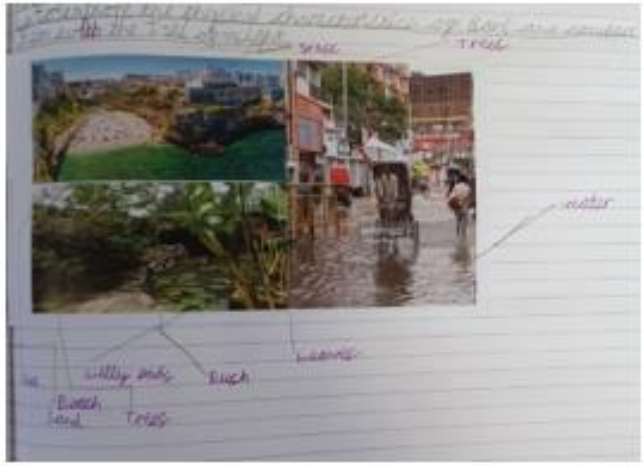


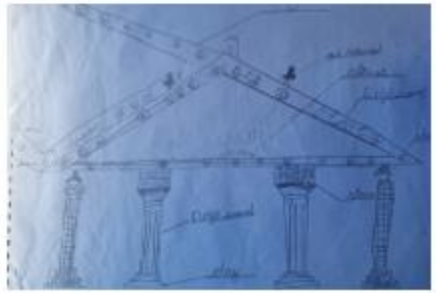




Children have a stronger understanding of the difference between physical and human geography. They use more precise vocabulary, explaining the processes of physical and human geography and their significance.

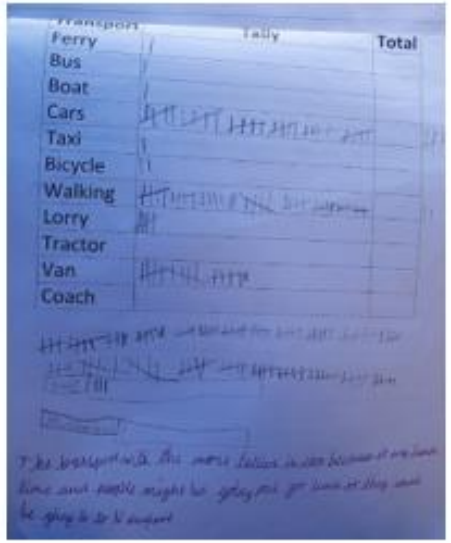
Physical geography, including climate zones, volcanoes, tornadoes, tsunamis, earthquakes and the water cycle.





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 – YARMOUTH – Y3

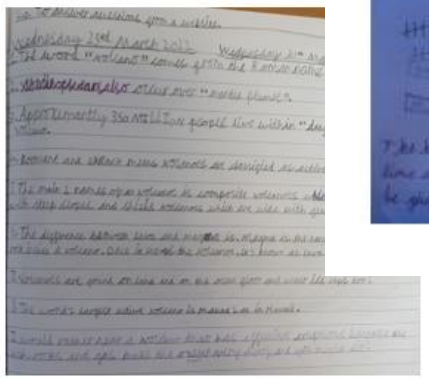


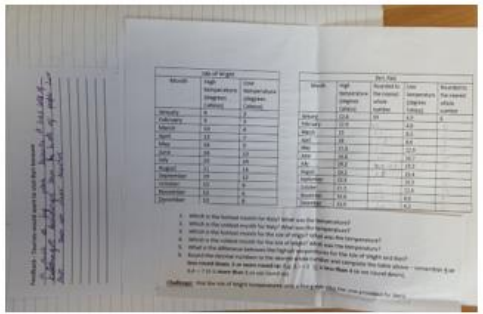
Build on prior skill to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

To use symbols and simple keys (including the use of Ordnance Survey maps).

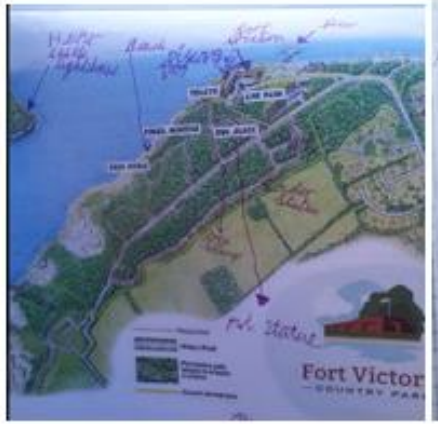
Continue to develop their knowledge of the United Kingdom and the wider world.

Use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies.



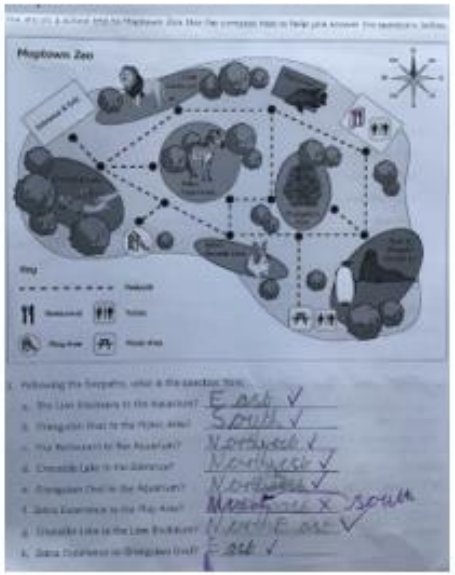


Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

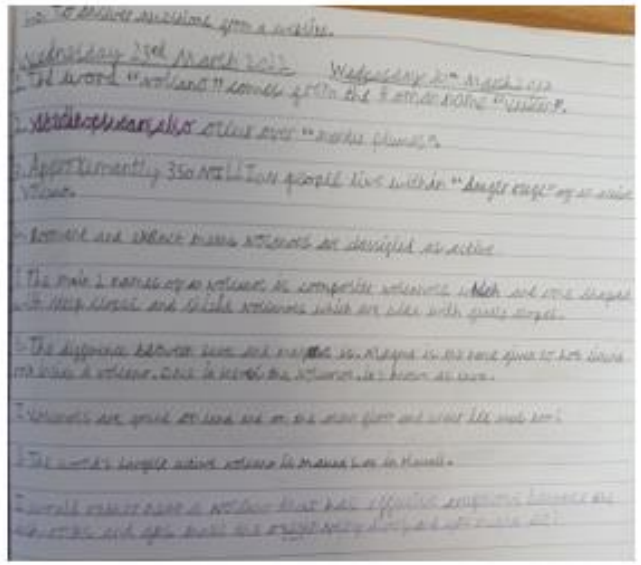


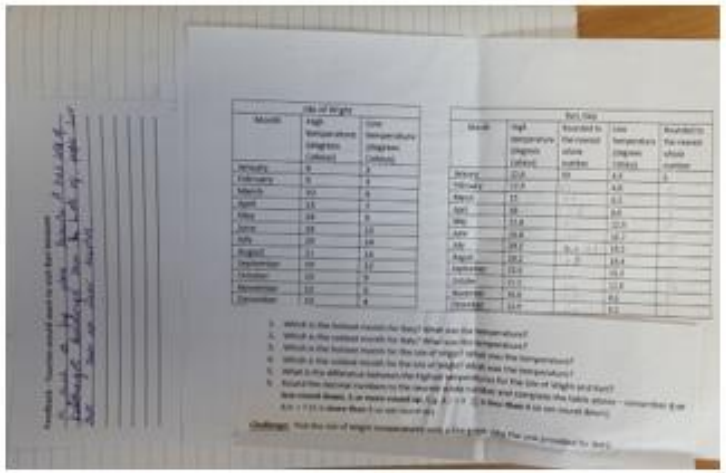
Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

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.



FIELDWORK – YARMOUTH – Y3





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.

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.

GEOGRAPHY IN YEAR 4 – YARMOUTH

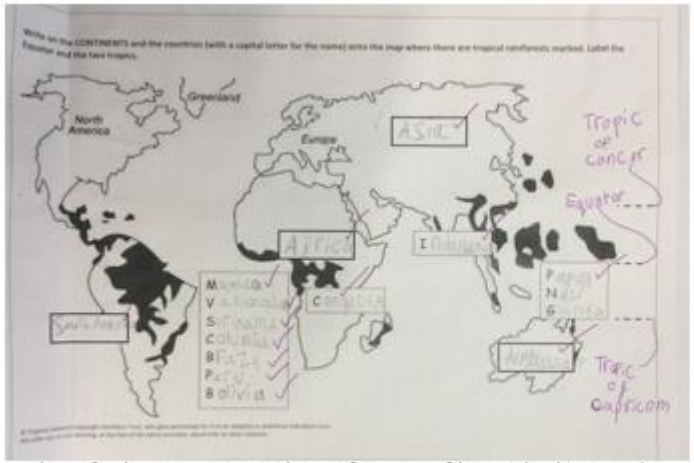
- Locational Knowledge
- Place Knowledge
- Human Geography
- Physical Geography
- Geographical Skills
- Fieldwork

Coverage

Yarmouth\Year 4\Geography covered.docx

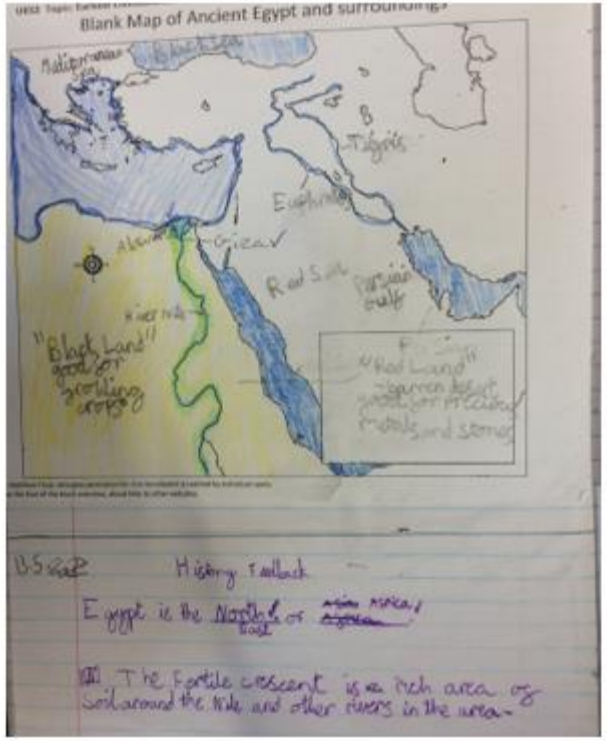
LOCATIONAL KNOWLEDGE – YARMOUTH – Y4

Name and locate counties and cities of the United Kingdom,



Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere

Identify Globally significant places, terrestrial and marine environments.



Locational – locating places and features accurately on maps

PLACE KNOWLEDGE – YARMOUTH – Y4

Year 4: A region of South America.

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

They begin to develop the skills of comparing regions, by focusing on specific features.

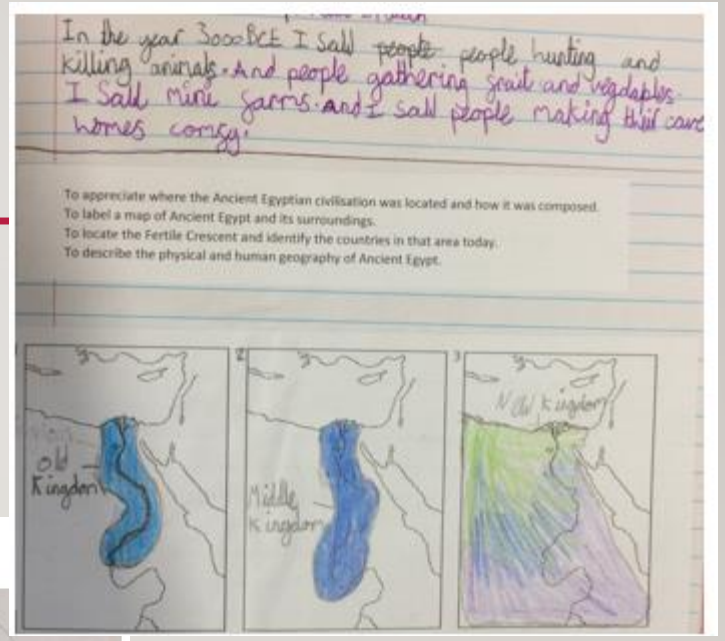
Building on KS1 knowledge of the UK, children begin to explore more of the world, understand how the world has zones and the significance of those zones. Locating places and features accurately on maps also becomes a focus

HUMAN FEATURES – YARMOUTH – Y4

They learn more about extreme weather, the processes involved in the causes and effects of extreme weather,

Children have a stronger understanding of the difference between physical and human geography.

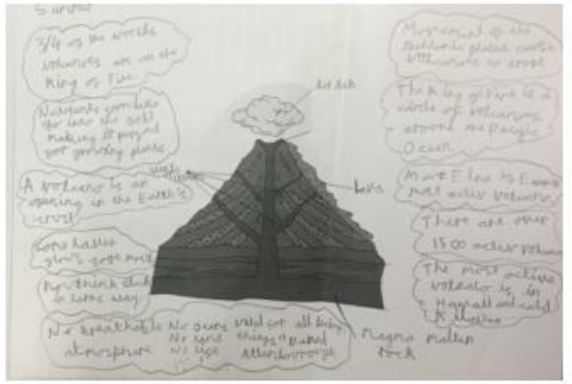
They use more precise vocabulary, explaining the processes of physical and human geography and their significance.



PHYSICAL FEATURES – YARMOUTH – Y4

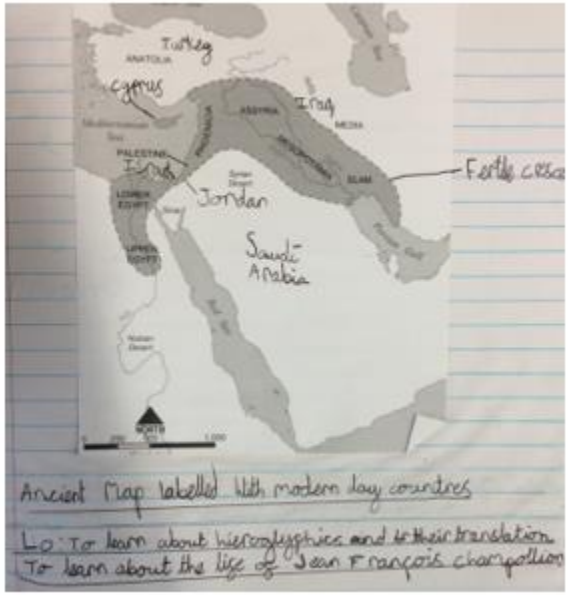
Children have a stronger understanding of the difference between physical and human geography.

They use more precise vocabulary, explaining the processes of physical and human geography and their significance.

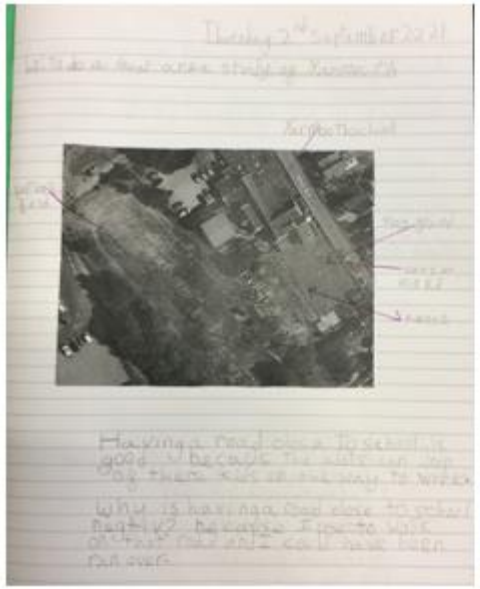


Physical geography, including climate zones, volcanoes,

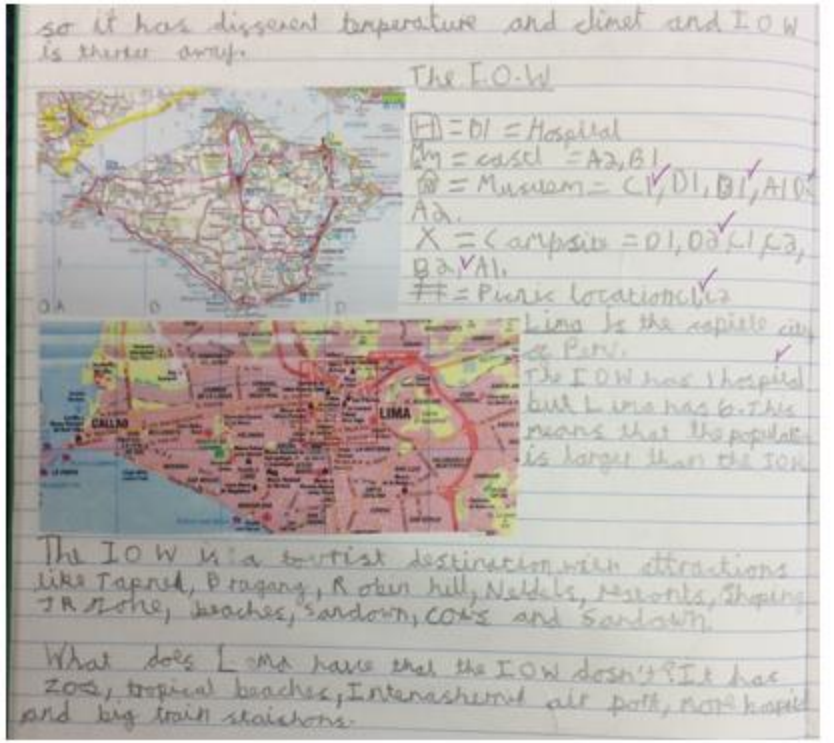
GEOGRAPHICAL SKILLS – YARMOUTH – Y4



Geographical – build on prior skills to use maps,

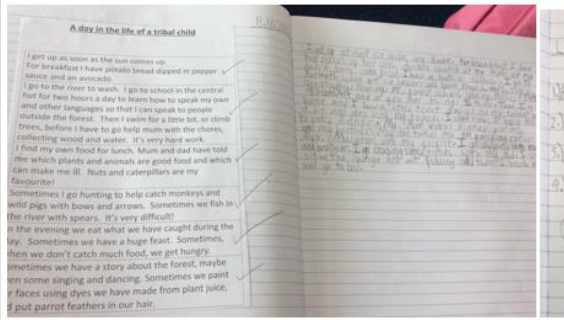


Use fieldwork to observe and present the human and physical features in the local area using sketch maps

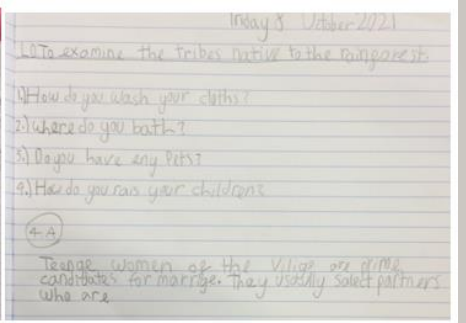


Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

FIELDWORK – YARMOUTH – Y4



Exploring and collecting fieldwork based on Weather, Rivers, Local Settlements and agriculture.



Continue to ask questions, come up with a range of methods to answer the questions through planning fieldwork

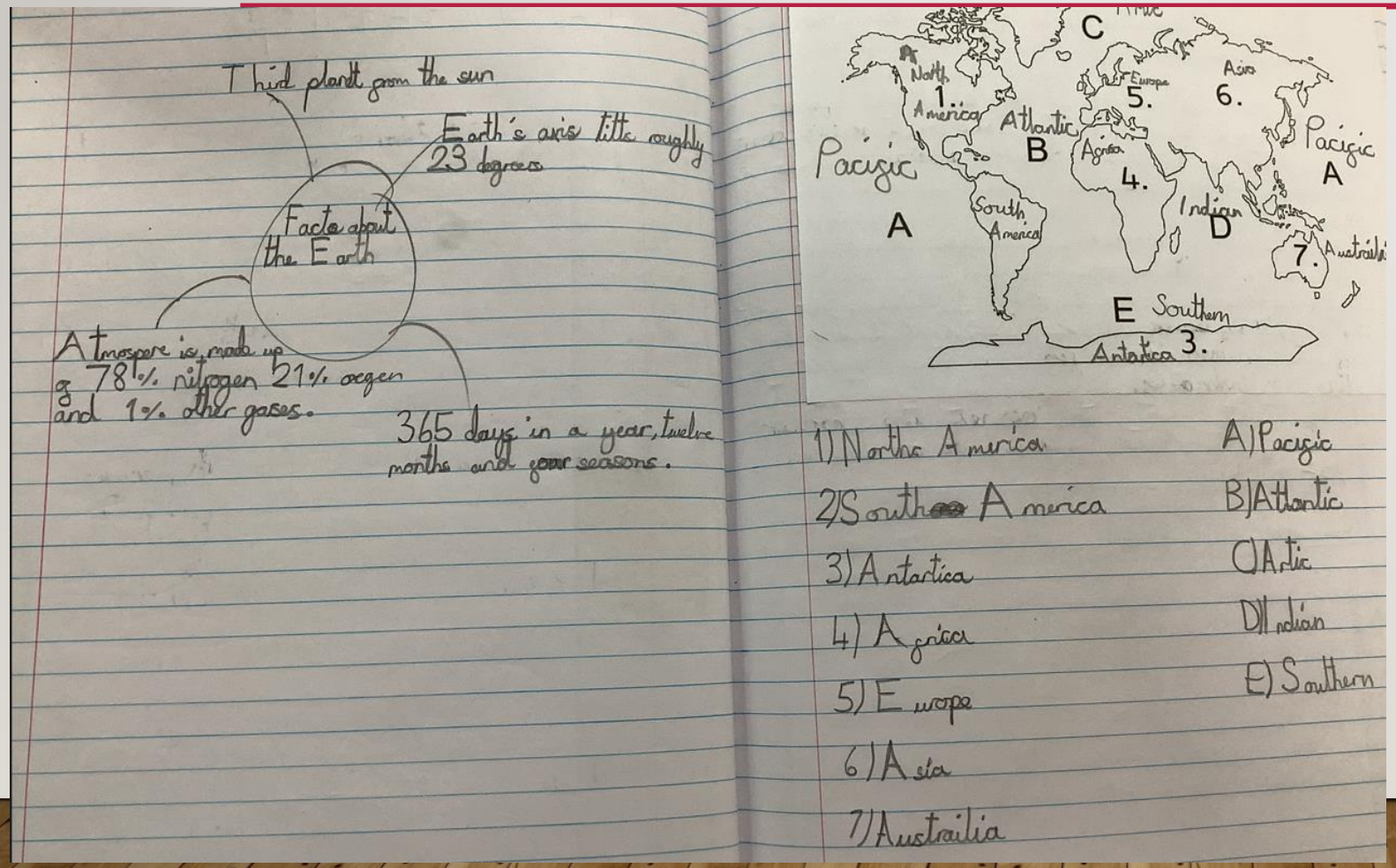
GEOGRAPHY IN YEAR 5 – YARMOUTH

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

Coverage

Yarmouth\Year 5\Geography covered.docx

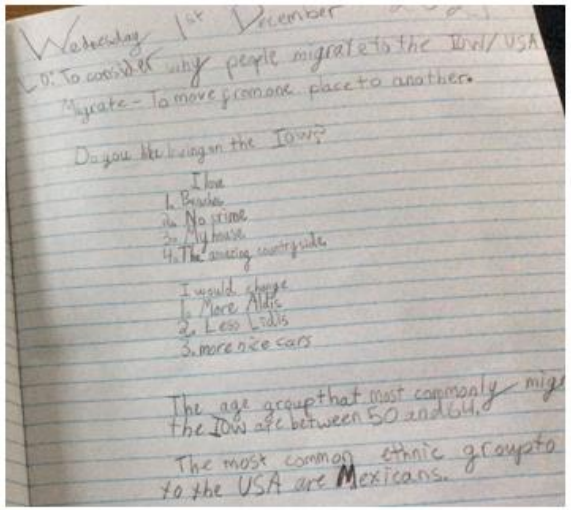
LOCATIONAL KNOWLEDGE – YARMOUTH – Y5

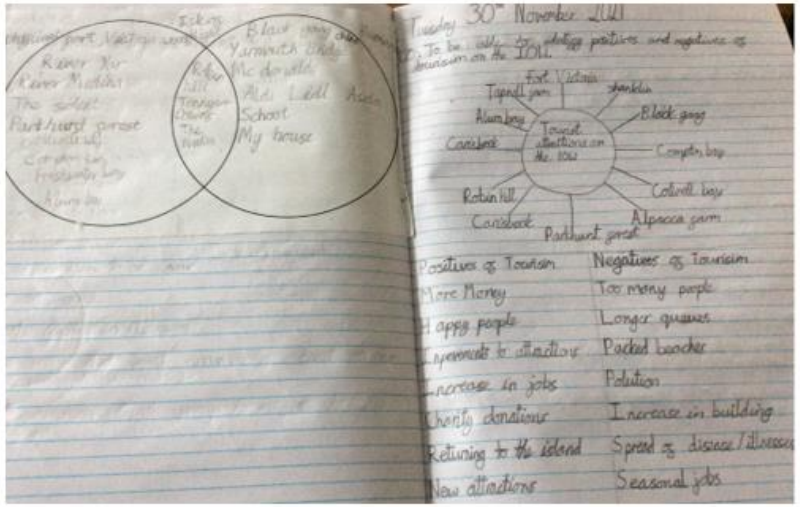


1) North America
2) South America
3) Antartica
4) Africa
5) Europe
6) Asia
7) Australia

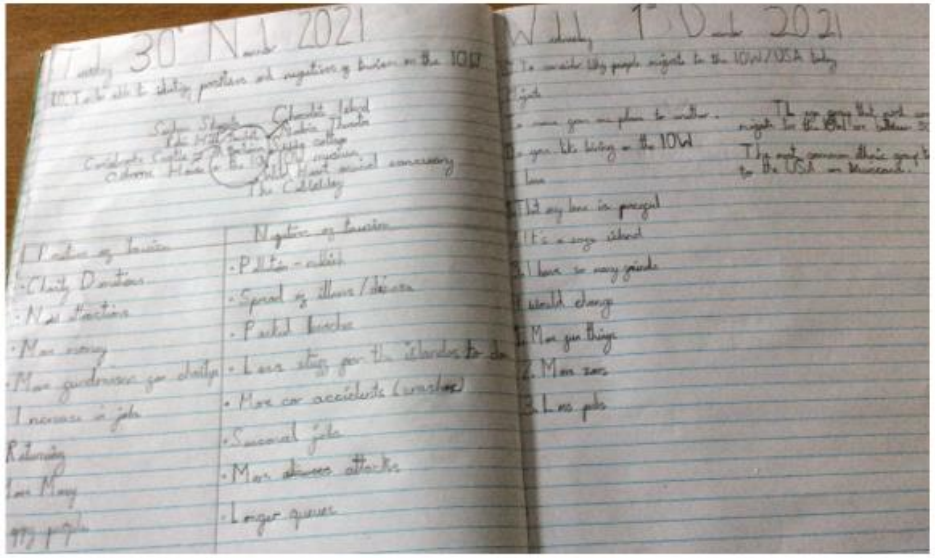
A) Pacific
B) Atlantic
C) Artic
D) Indian
E) Southern

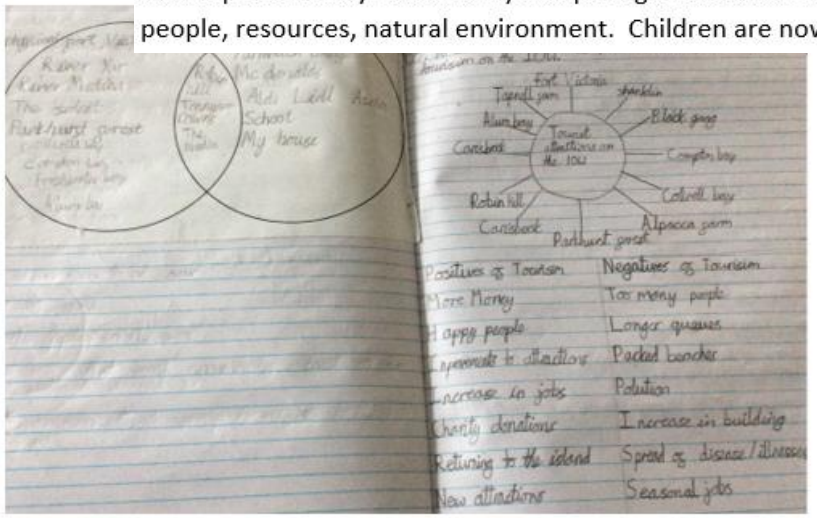
PLACE KNOWLEDGE – YARMOUTH – Y5



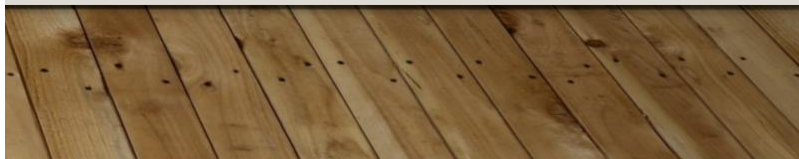


Develop their analytical skills by comparing areas of the UK and outside of the UK. They have a deeper knowledge of people, resources, natural environment. Children are now conducting independent research asking and answering questions.

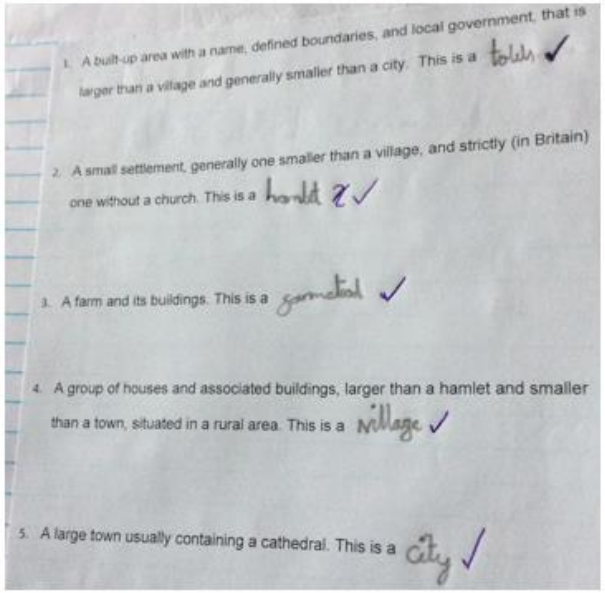




Understand geographical similarities and differences through studying the human and physical geography of Hampshire or the Isle of Wight and in Year 5: A region of North America. Exploring the impact of tourism on a local area.



HUMAN FEATURES – YARMOUTH – Y5



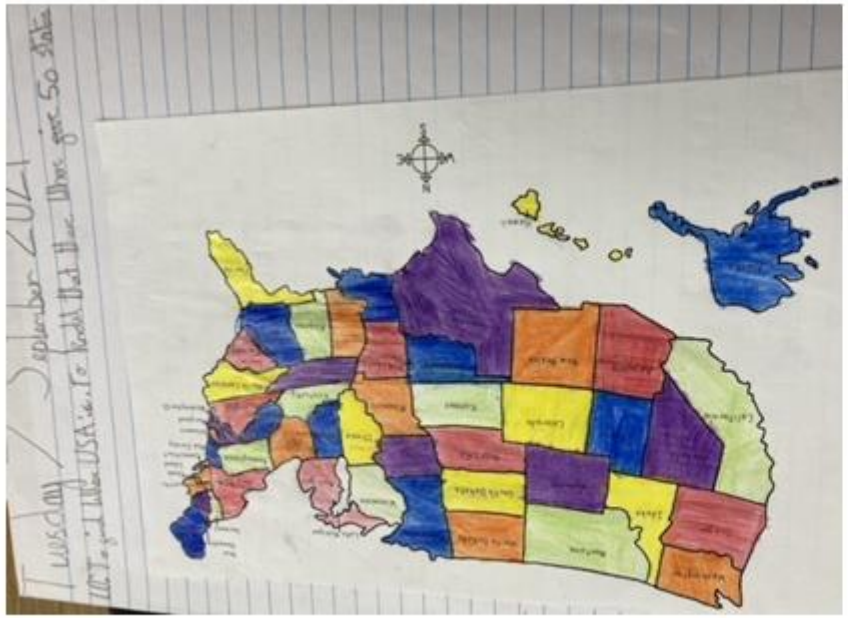
1. A built-up area with a name, defined boundaries, and local government, that is larger than a village and generally smaller than a city. This is a town ✓
2. A small settlement, generally one smaller than a village, and strictly (in Britain) one without a church. This is a hamlet ✓
3. A farm and its buildings. This is a farmstead ✓
4. A group of houses and associated buildings, larger than a hamlet and smaller than a town, situated in a rural area. This is a village ✓
5. A large town usually containing a cathedral. This is a city ✓

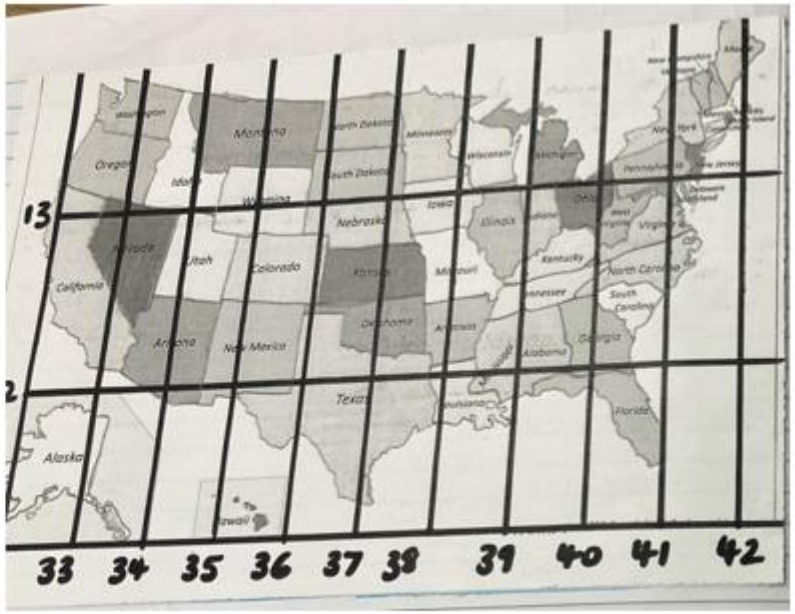
Land Type	USA	UK
Forests	27%	13%
Shrubland	24%	5%
Agriculture	17%	17.5%
Grasslands and Pastures	17%	39%
Wetlands	5%	11.5%
Other (Rural residential areas, swamps, tundra)	5%	2%
Open Space	3%	N/A
Urban Areas	2%	12%

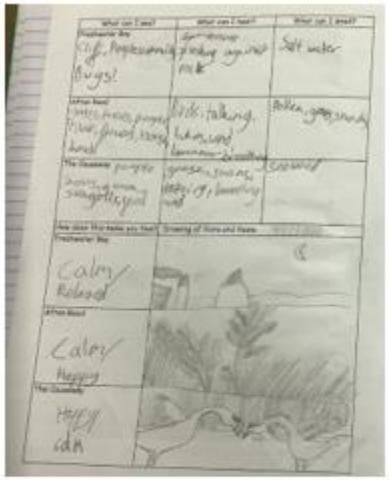
Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of **natural resources** including energy, food, minerals and water

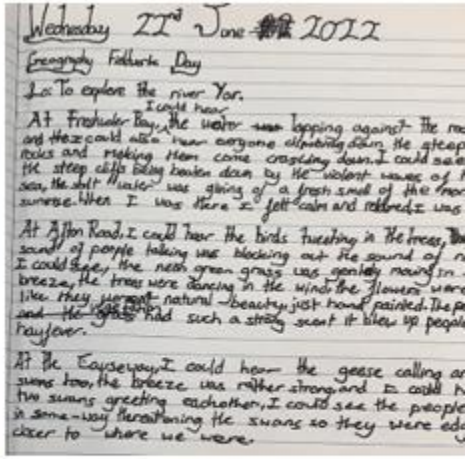
PHYSICAL FEATURES – YARMOUTH – Y5

GEOGRAPHICAL SKILLS – YARMOUTH – Y5





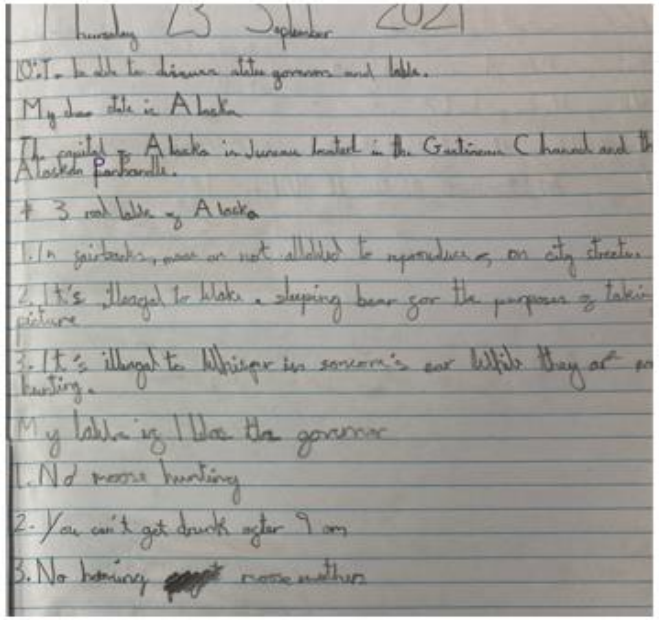




Use fieldwork to observe, measure, record and present the human and physical features in th local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Children build on their map skills by communicating locations through grid references and coordinates.

FIELDWORK – YARMOUTH – Y5



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.

Use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies.

Exploring and collecting fieldwork based on Erosion, rocks and soils, vegetation and use of landscape.

GEOGRAPHY IN YEAR 6 – YARMOUTH

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

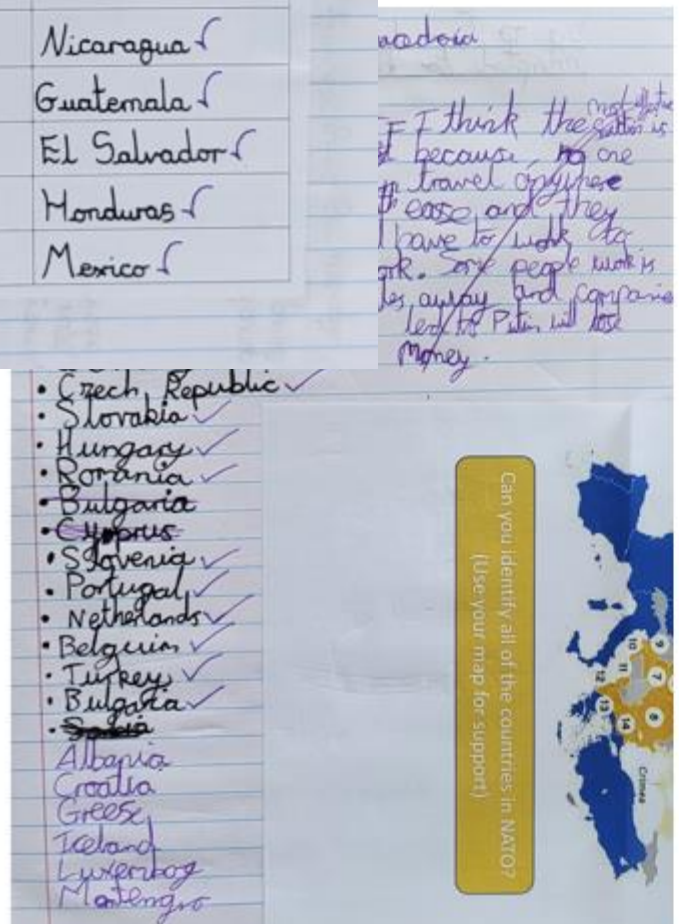
Coverage

Yarmouth\Year 6\Geography covered.docx

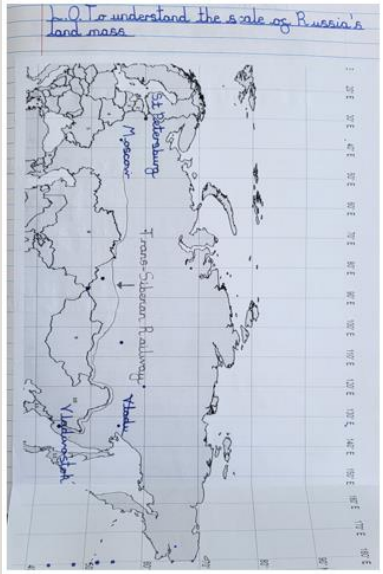
LOCATIONAL KNOWLEDGE – YARMOUTH – Y6

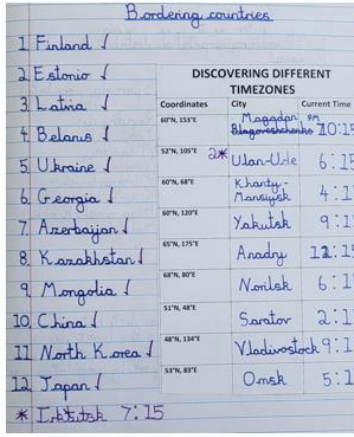
L.O. To learn about the geography of the Mayan civilisation.

Countries the Mayans Lived In	
Coordinates	Country
18°N:89°W	~~Jamaica~~ Belize ~~Mexico~~
13°N:85°W	Nicaragua
15°N:90°W	Guatemala
14°N:89°W	El Salvador
15°N:87°W	Honduras
20°N:90°W	Mexico

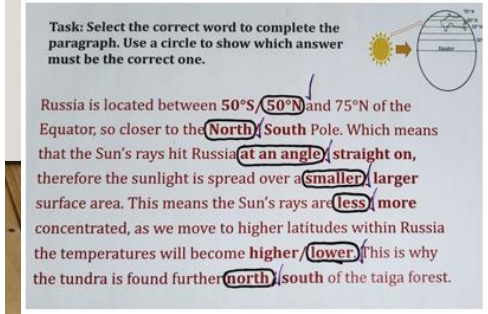


Children use their knowledge of longitude, latitude, coordinates and indexes to locate places focusing more on countries outside of Europe.



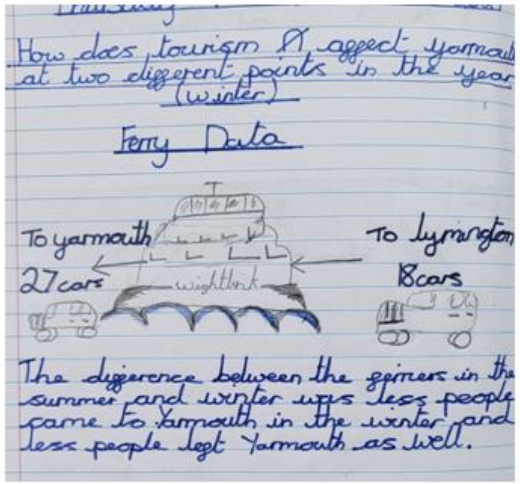


Locate the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).

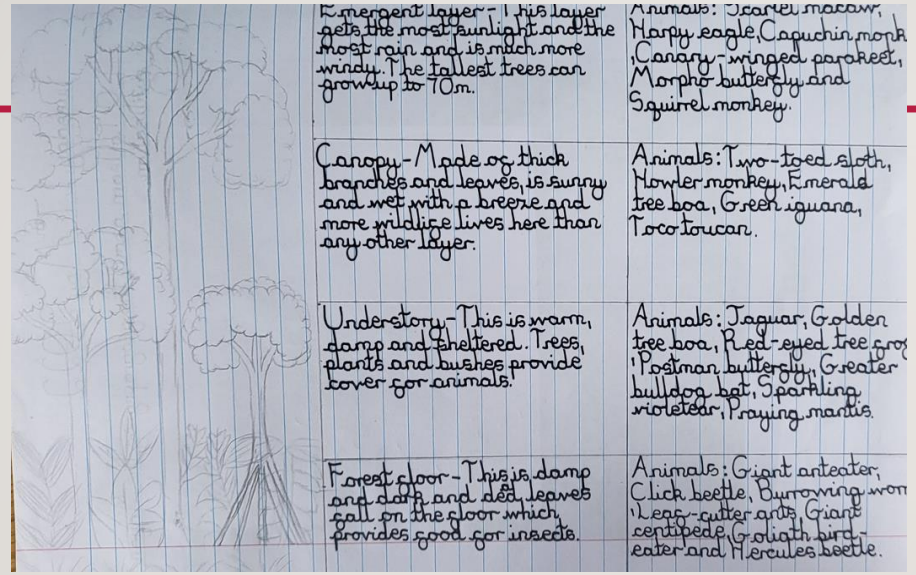


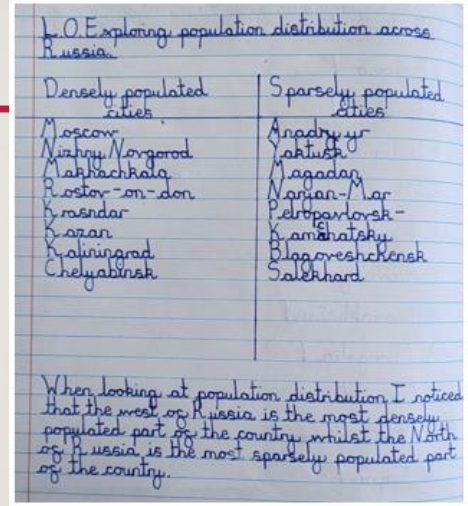
Children use their knowledge of longitude, latitude, coordinates and indexes to locate places focusing more on countries outside of Europe.

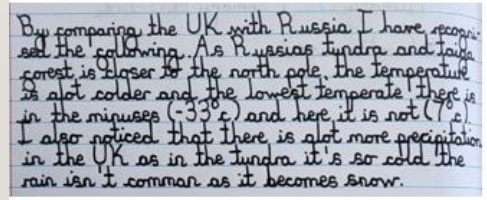
PLACE KNOWLEDGE – YARMOUTH – Y6



Understand geographical similarities and differences through studying the human and physical geography of Hampshire or the Isle of Wight

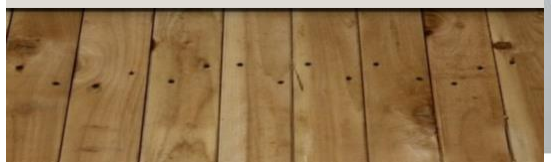


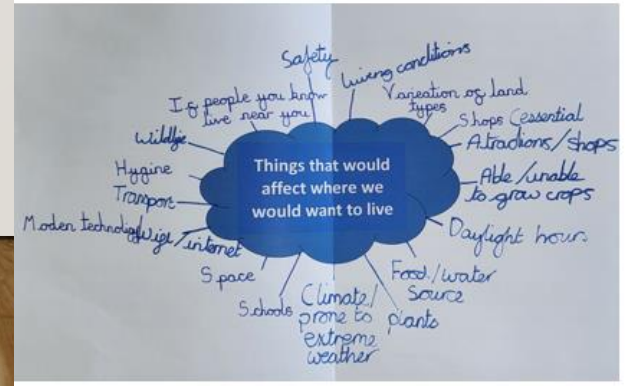




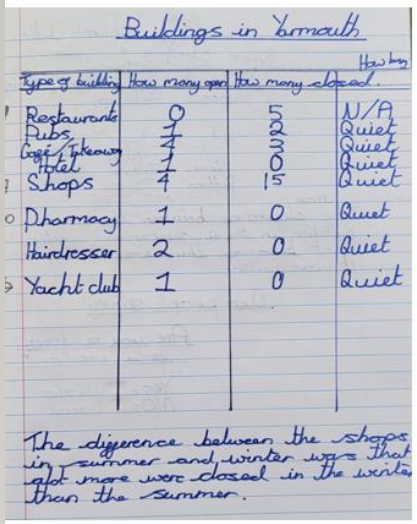
Develop their analytical skills by comparing areas of the UK and outside of the UK. They have a deeper knowledge of people, resources, natural environment. Children are now conducting independent research asking and answering questions.

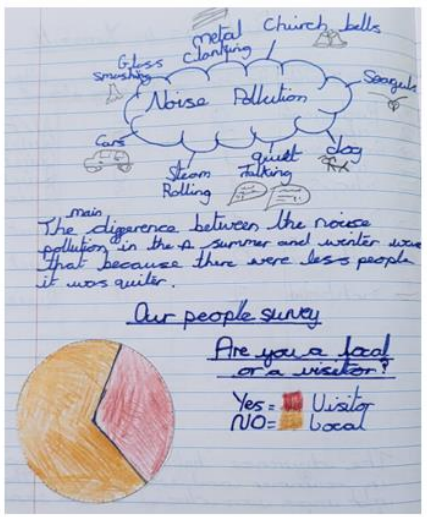
Exploring the impacts of tourism on a local area.



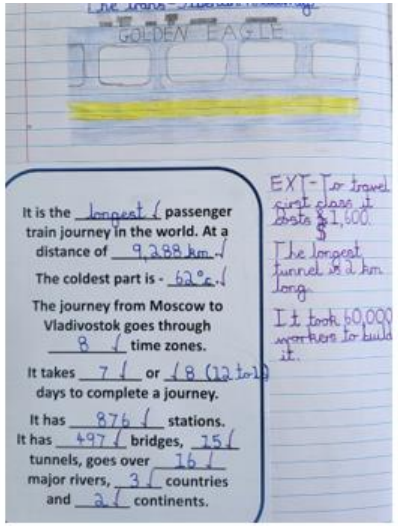


HUMAN FEATURES – YARMOUTH – Y6

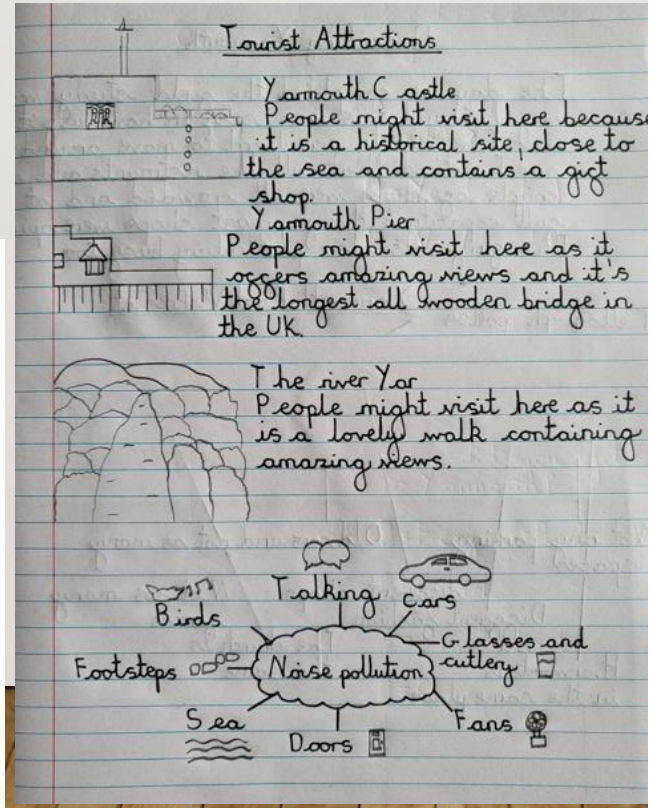


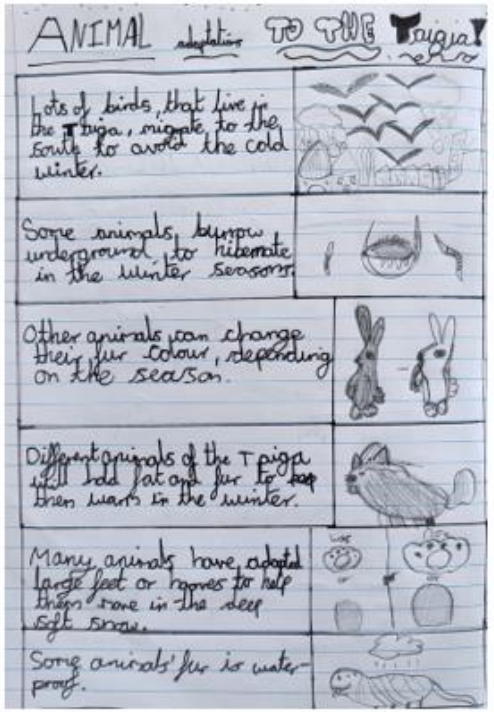


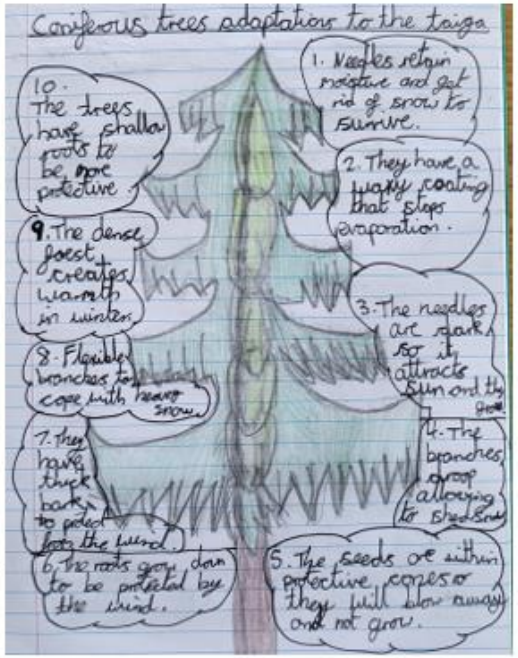
Human geography, including: types of settlement and land use, economic activity including trade links



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;

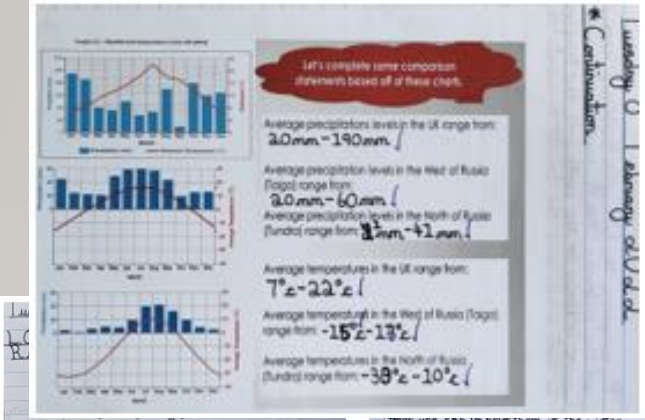




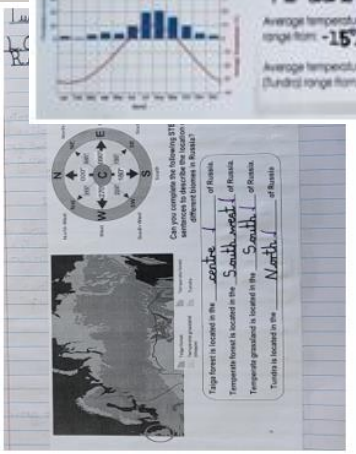


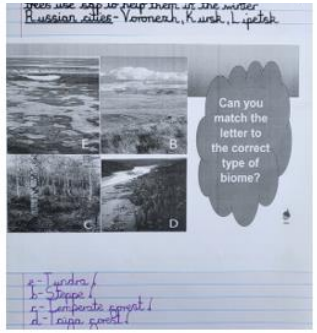
Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of **natural resources**

PHYSICAL FEATURES – YARMOUTH – Y6

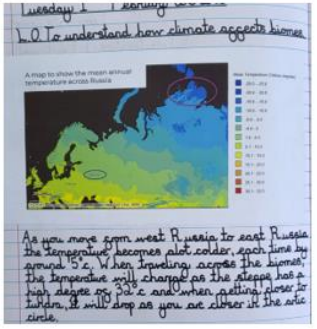


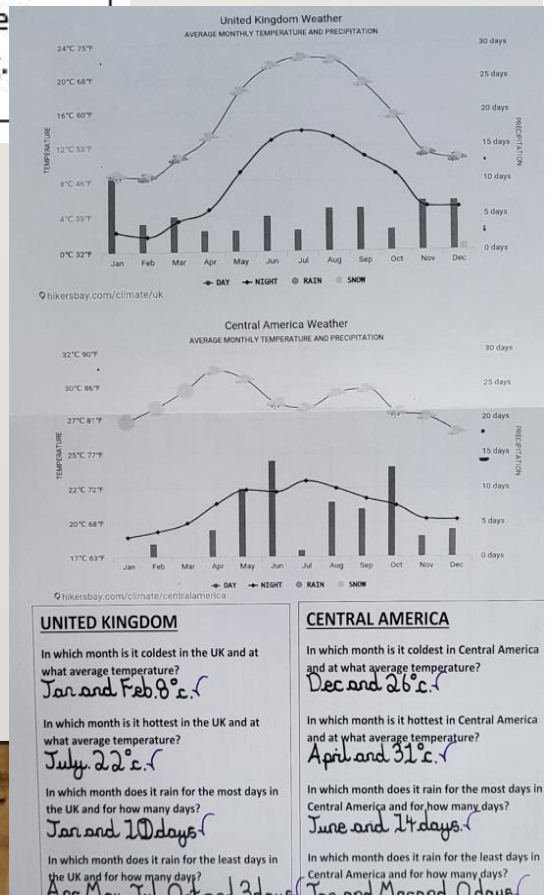
Deepening their understanding of the difference between physical and human geography, explaining the terminology of both aspects of geography and using the key vocabulary to demonstrate the knowledge and understanding.

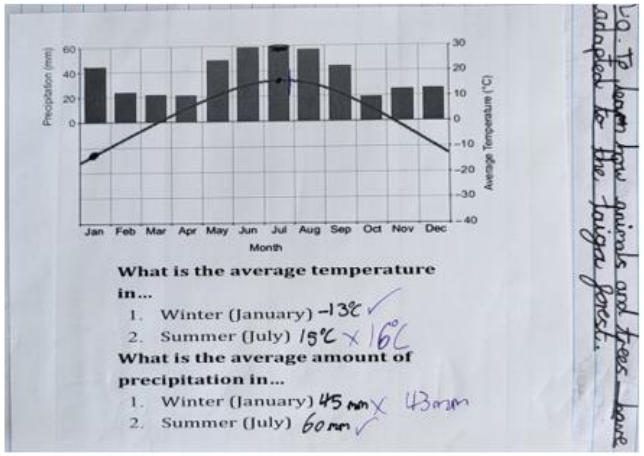


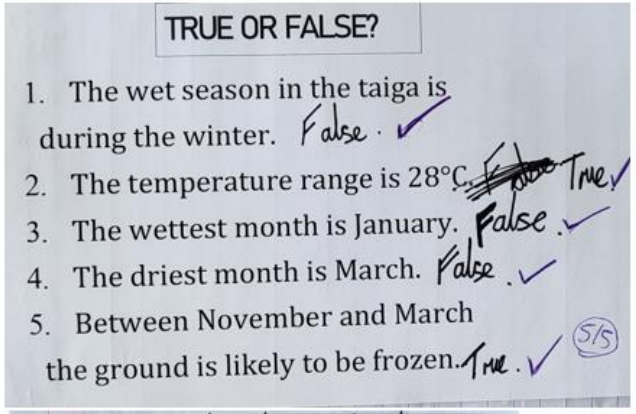


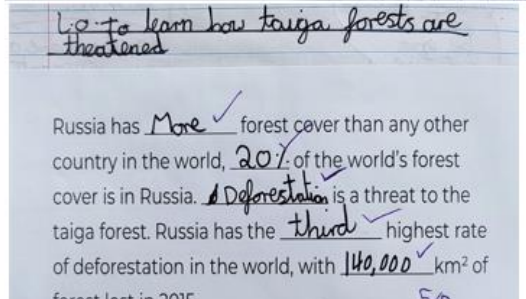
Physical geography, including climate zones, biomes and vegetation belts, **mountains** and the water cycle.





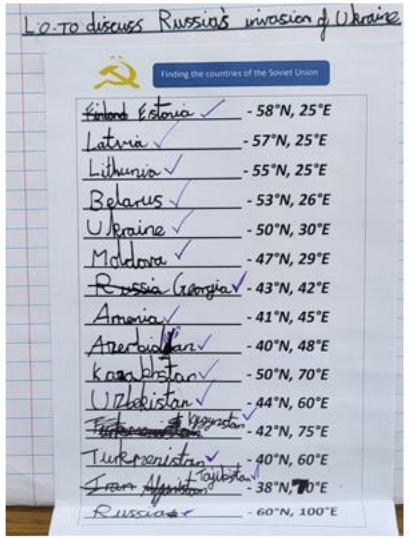


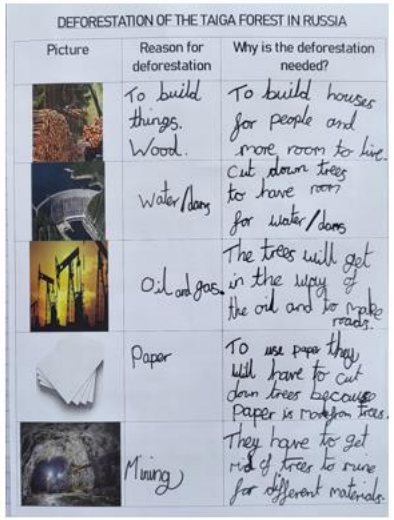




Physical geography, including climate zones, biomes and vegetation belts, **mountains** and the water cycle.

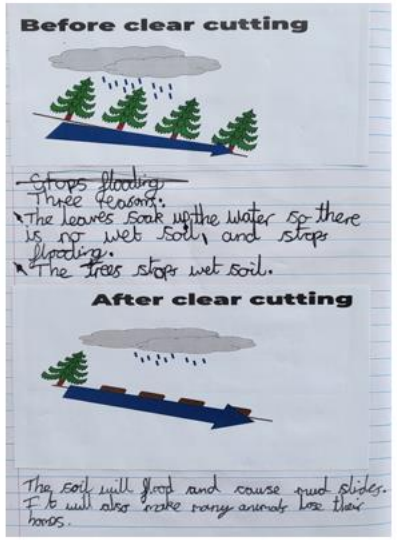
GEOGRAPHICAL SKILLS – YARMOUTH – Y6



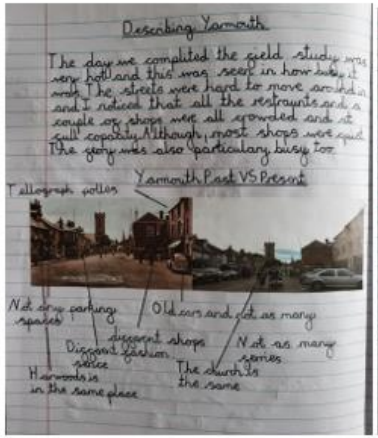


Children build on their map skills by communicating locations through grid references and coordinates.

Children focus on observing and recording the changes of human features over time.

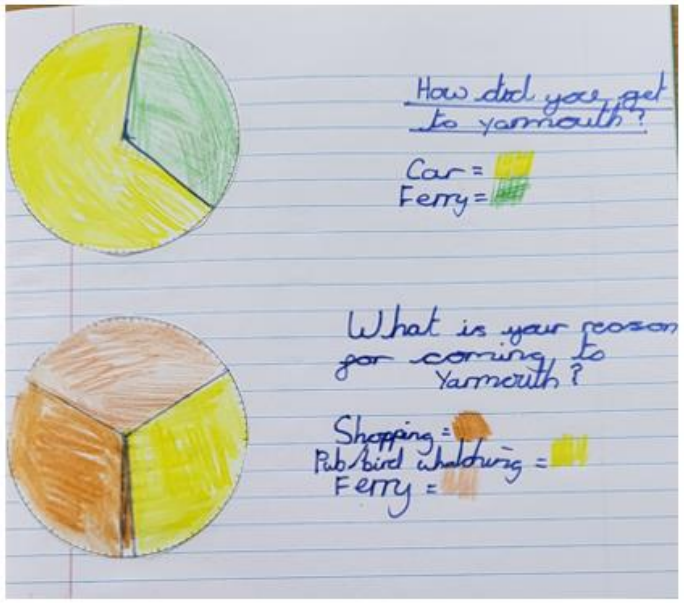


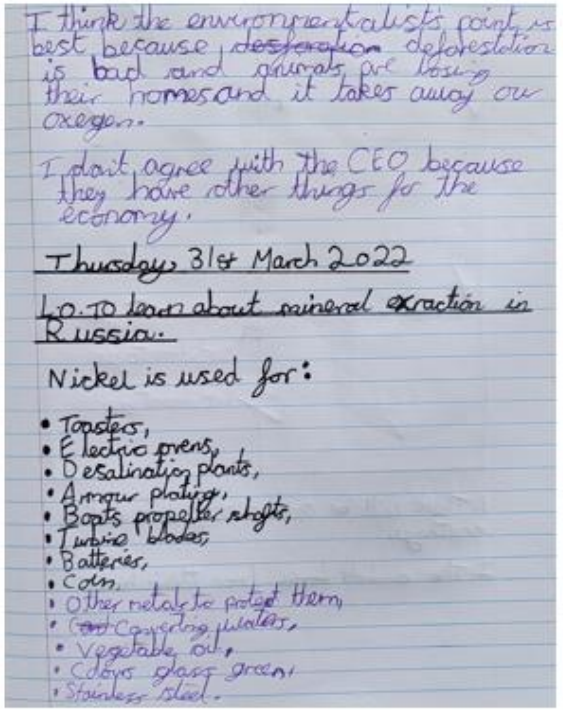
FIELDWORK – YARMOUTH – Y



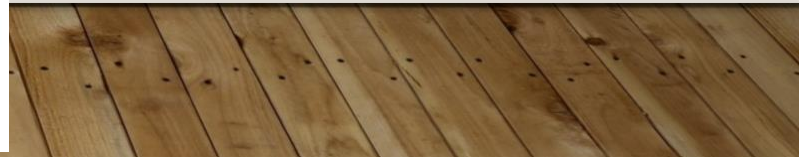
Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital

Ask questions, come up with a range of methods to answer the questions through planning fieldwork, collecting field data,





Exploring and collecting fieldwork based on Erosion, rocks and soils, vegetation and use of landscape.



OUR IMPACT

ACTION PLAN

SUBJECT LEADER REPORT