

# GEOGRAPHY

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**AT SHALFLEET AND YARMOUTH CHURCH OF ENGLAND PRIMARY  
SCHOOLS**



# OUR INTENT

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- 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**

**Curriculum Values**

**Design principles to inspire & challenge**

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

**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

**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**

**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

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?**

**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

How do we implement ?

What is the impact?

**Successful Learning**

**Our curriculum impact can be measured by...**



# 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

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

GEOGRAPHY	EYF5 Link	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Knowledge	<p><b>Understanding the World</b></p> <p><b>People and Communities:</b> Children know about similarities and differences between themselves and others, and among families, communities and traditions</p> <p><b>The World:</b> 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.</p>	<p><b>Locational Knowledge:</b> Name and locate the world's seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p><b>Place Knowledge:</b> Understand geographical similarities and differences through studying the human and physical geography of the Isle of Wight, and a small area of a contrasting non-European country.</p> <p><b>Human and Physical:</b> 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: <b>Key physical features</b>, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather <b>Key human features</b>, including city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p><b>Geographical skills and fieldwork:</b> 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 <del>Shalfleet</del> <b>Schools</b> and the grounds including the key human and physical features of the surrounding environment.</p>	<p><b>Revise and secure KS1 objectives.</b></p> <p><b>Locational Knowledge:</b></p> <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Identify Globally significant places, terrestrial and marine environments.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere</p> <p><b>Place Knowledge:</b> Understand geographical similarities and differences through studying the human and physical geography of Hampshire or the Isle of Wight and in Year 3: European region and in Year 4: A region of South America.</p> <p><b>Human and Physical:</b> Physical geography, including climate zones, volcanoes, tornadoes, tsunamis, earthquakes and the water cycle.</p> <p>Human geography, including: types of settlement and land use</p> <p><b>Geographical skills and fieldwork:</b></p> <p>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.</p>	<p><b>Revise and secure UKS2 objectives.</b></p> <p><b>Locational Knowledge:</b></p> <p>Locate the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p> <p><b>Place Knowledge:</b> Understand geographical similarities and differences through studying the human and physical geography of Hampshire or the Isle of Wight and in Year 5: A region of North America and in Year 6: A region of Eastern Europe. Exploring the impacts of tourism on a local area.</p> <p><b>Human and Physical:</b></p> <p>Physical geography, including climate zones, biomes and vegetation belts, mountains and the water cycle.</p> <p>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water;</p> <p><b>Geographical skills and fieldwork:</b></p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>

Skills	Understanding the World	Locational Knowledge:	Locational Knowledge:	Locational Knowledge:
	<p><b>People and Communities:</b> Children can use their senses. Drawing and discussion.</p>	<p><b>Place Knowledge:</b> Use World and regional maps, atlases and globes. Google Earth.</p>	<p>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.</p>	<p>Children use their knowledge of longitude, latitude, coordinates and indexes to locate places focusing more on countries outside of Europe.</p>
	<p><b>The World:</b> Using their senses, exploring and investigating their immediate, environment measuring, sorting and observing. Drawing and discussion.</p>	<p>Identify similarities and draw comparisons based on the Human and Physical features of the local and contrasting area.</p>	<p><b>Place Knowledge:</b>  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.</p>	<p><b>Place Knowledge:</b>  Develop their analytical skills by comparing areas of the UK and outside of the UK. They have a deeper knowledge of people, resources, natural environment. Children are now conducting independent research asking and answering questions.</p>
	<p><b>Fieldwork</b>  To begin to explore and answer simple questions. For example a litter survey and sketches of the local area.</p>	<p>Using their senses, exploring and investigating their immediate, environment measuring, sorting and observing. Drawing and discussion.</p> <p><b>Geographical skills and fieldwork:</b> 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.</p> <p><b>Fieldwork</b> 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.</p>	<p><b>Human and Physical:</b>  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.</p> <p><b>Geographical Skills and Fieldwork:</b>  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.</p> <p><b>Fieldwork</b>  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.</p>	<p><b>Human and Physical:</b>  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.</p> <p><b>Geographical Skills and Fieldwork:</b>  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.</p> <p><b>Fieldwork</b>  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.</p>

Vocabulary	<p><b>Understanding the World</b></p> <p><b>People and Communities:</b> Similarities, differences, family, communities and traditions.</p> <p><b>The World:</b> Similarities, differences, places, objects, materials, living things, environment, observe and changes.</p>	<p><b>Locational Knowledge:</b> United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, London, Belfast, Cardiff, Edinburgh, capital city, world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica.</p> <p><b>Place Knowledge:</b> Country Name, Capital City, Population, Weather, Farming, Culture, Rivers, Land use.</p> <p><b>Human and Physical:</b> Equator, North and South Poles, Beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather, city, town, village, factory, farm, house, office, port, harbour and shop</p> <p><b>Geographical skills and fieldwork:</b> Compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, changes, tally chart, pictogram, simple bar charts, world map, country, continent, human, physical.</p>	<p><b>Locational Knowledge:</b> County, country, town, coast, physical features, human features, mountain, hill, river, sea, climate, tropics, tropical, of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle.</p> <p><b>Place Knowledge:</b> Amazon rainforest, city, physical features, human features, landscape, feature, population, land use, retail, leisure, housing, business, industrial, agricultural.</p> <p><b>Human and Physical:</b> Mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicentre, shock wave, magnitude, tsunami, tornado, climate, tropics, deforestation, evaporation, water cycle, evaporation, condensation, precipitation, cooling, filter, pollution, settlement, settler, site, need, shelter, food.</p> <p><b>Geographical skills and fieldwork:</b> Sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates. Agriculture, nuclear, linear, settlement, hydrology, flow, meander, ox-bow lake, riverbed and flow gauge.</p>	<p><b>Locational Knowledge:</b> Atlas, index, co-ordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, country, city, North America, South America, border, key, the Tropics of Cancer and Capricorn.</p> <p><b>Place Knowledge:</b> Latitude, Arctic Circle, physical features, climate, human geography, land use, settlement, economy, natural resources.</p> <p><b>Human and Physical:</b> Environmental disaster, settlement, resources, services, goods, electricity, supply, generation, renewable, non-renewable, solar power, wind power, biomass, origin, import, export, trade, efficiency, conservation, carbon footprint, peak, plateau, fold mountain, fault-block mountain, dome mountain, volcanic mountain, plateau mountain, tourism, positive, negative, economic, social, environmental.</p> <p><b>Geographical skills and fieldwork:</b> Atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, Silva compass, legend, borders, fieldwork, measure, observe, record, map, sketch, graph, Land Use, settlement, stag, erosion, cave, biome, vegetation, flora, fauna, metamorphic, igneous and sedimentary, fossil, trace fossil.</p>
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Resources – Including link to Reading	<p>Understanding the World</p> <p>Non-fiction texts, website, tuff trays, local environment (School grounds, Copse, local beaches and areas of local interest).</p> <p>Visitors.</p> <p>Library (School, council and educational).</p> <p>Science resources.</p>	<p><b>Locational Knowledge:</b></p> <p>World, Regional and Local maps, Google Earth, Internet, Atlases, range of Literature, visits and visitors.</p> <p>Library (School, council and educational).</p> <p><b>Place Knowledge:</b></p> <p>World, Regional and Local maps, Google Earth, Internet, Atlases, range of Literature, visits and visitors.</p> <p>Library (School, council and educational).</p> <p><b>Human and Physical:</b></p> <p>World, Regional and Local maps, Google Earth, Aerial photographs, Internet.</p> <p>Library (School, council and educational).</p> <p><b>Geographical skills and fieldwork:</b></p> <p>World, Regional and Local maps, Google Earth, Internet, Atlases, range of Literature, visits and visitors.</p> <p>Compasses, Litter Quadrant, Rain gauge, Clipboards, a range of recording devices.</p> <p>Library (School, council and educational).</p>	<p><b>Locational Knowledge:</b></p> <p>World, Regional and Local maps, Google Earth, Internet, Atlases, range of Literature, visits and visitors.</p> <p>Library (School, council and educational).</p> <p><b>Place Knowledge:</b></p> <p>World, Regional and Local maps, Google Earth, Internet, Atlases, range of Literature, visits and visitors.</p> <p>Library (School, council and educational).</p> <p><b>Human and Physical:</b></p> <p>World, Regional and Local maps, Google Earth, Aerial photographs, Internet.</p> <p>Library (School, council and educational).</p> <p><b>Geographical skills and fieldwork:</b></p> <p>World, Regional and Local maps, Google Earth, Internet, Atlases, range of Literature, visits and visitors.</p> <p>Compasses, Sun dial, Rain gauge, Clipboards, a range of recording devices to measure a range of variables.</p> <p>Library (School, council and educational).</p>	<p><b>Locational Knowledge:</b></p> <p>World, Regional and Local maps, Google Earth, Internet, Atlases, range of Literature, visits and visitors.</p> <p>Library (School, council and educational).</p> <p><b>Place Knowledge:</b></p> <p>World, Regional and Local maps, Google Earth, Internet, Atlases, range of Literature, visits and visitors.</p> <p>Library (School, council and educational).</p> <p><b>Human and Physical:</b></p> <p>World, Regional and Local maps, Google Earth, Aerial photographs, Internet.</p> <p>Library (School, council and educational).</p> <p><b>Geographical skills and fieldwork:</b></p> <p>World, Regional and Local maps, Google Earth, Internet, Atlases, range of Literature, visits and visitors.</p> <p>Compasses, clipboards, a range of recording devices to measure a range of variables.</p> <p>Metacological recording device.</p> <p>Library (School, council and educational).</p>
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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.



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		<ul style="list-style-type: none"> <li>Name 7 continents.</li> <li>Name 5 Oceans.</li> <li>Name countries that make up the UK.</li> </ul>					
Locational Knowledge							
Human Geography							
Physical Geography							
Geographical Skills							

# OUR IMPLEMENTATION

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- Autumn plans

<https://drive.google.com/drive/u/1/folders/1V6vCI2a1OAXgngouDTniz0CIANi8J9PW>

- Spring plans

<https://drive.google.com/drive/u/1/folders/1d2ywPp5-an21QKh-kTxyTkIpoe41L4gR>

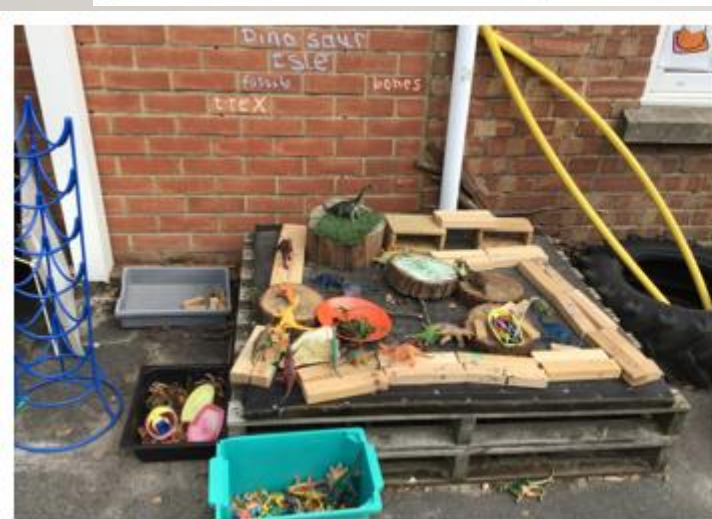
# THE NATURAL WORLD– SHALFLEET - YR AUTUMN



## 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

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

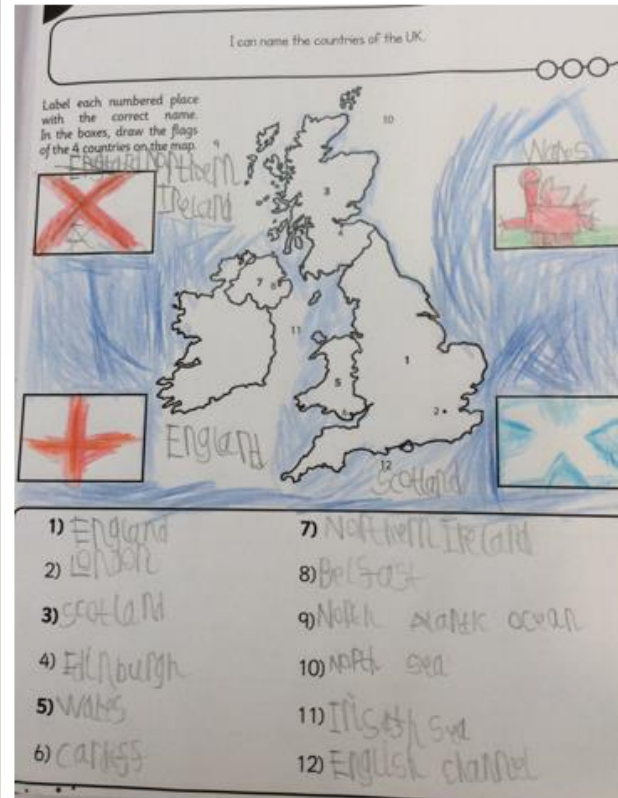
Coverage

[Shalfleet\Year 1\Aut 1\Geography coverage.docx](#)

# LOCATIONAL KNOWLEDGE – SHALFLEET -Y1



Name, locate and identify characteristics of the four countries

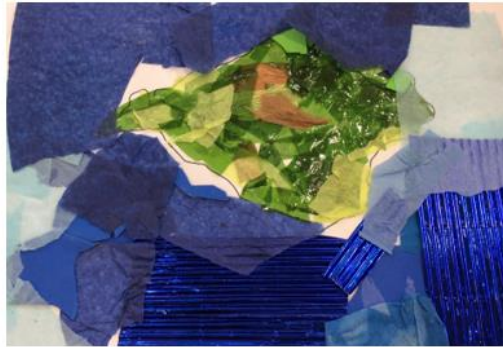


Locational

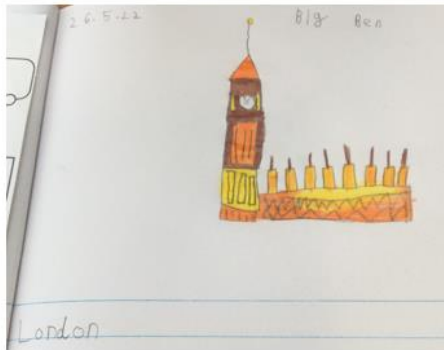
Name, locate and identify characteristics of the four countries



# PLACE KNOWLEDGE – SHALFLEET - Y1

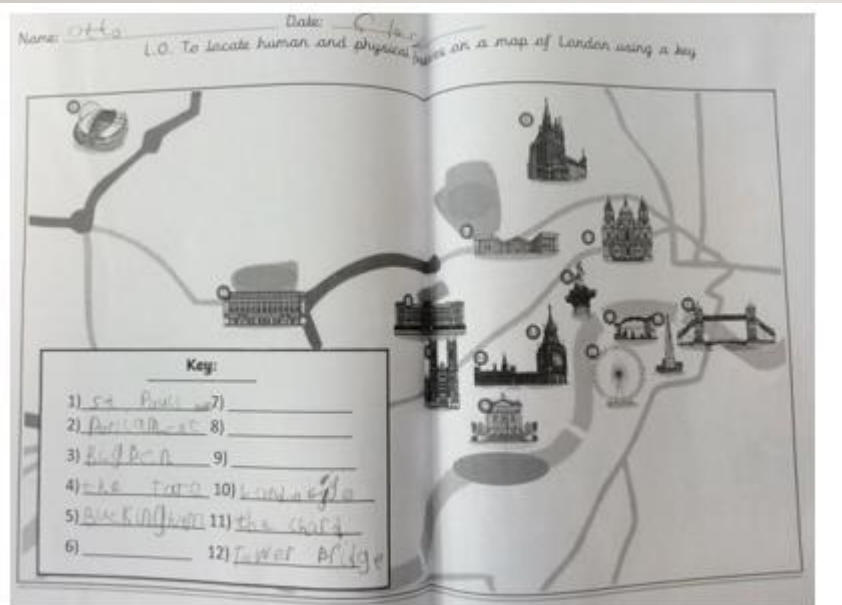


Place knowledge - Map of Isle of Wight, Big Ben



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

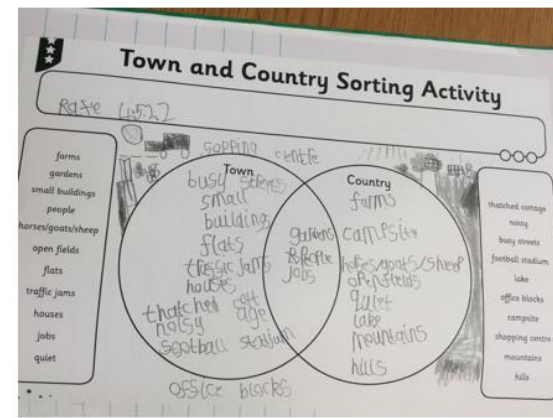
# HUMAN FEATURES – SHALFLEET – Y1



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

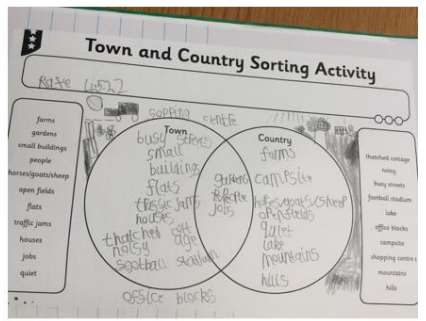




# PHYSICAL FEATURES – SHALFLEET – Y1

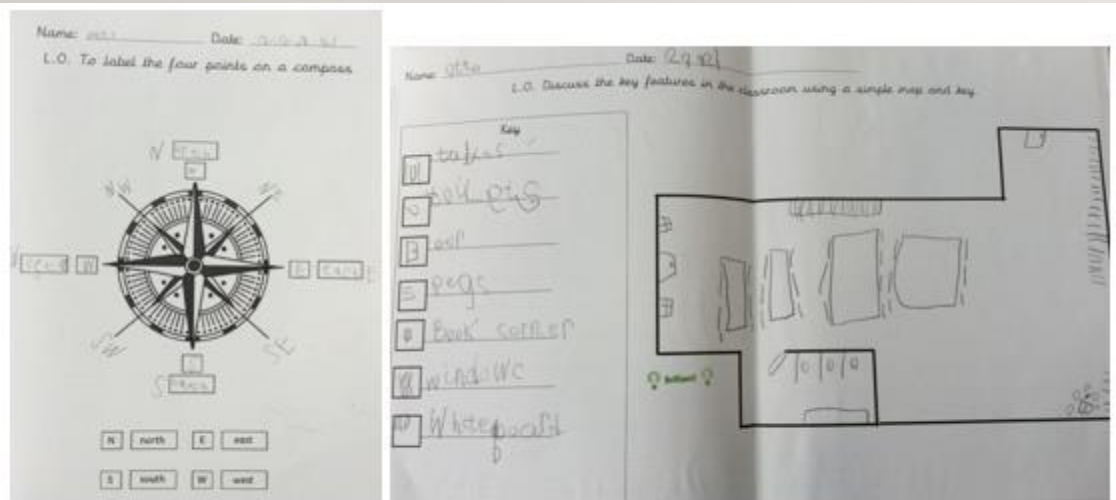


Physical and human – observing and comparing areas



# GEOGRAPHICAL SKILLS – SHALFLEET – Y1

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Use a compass to identify direction.

Devise a simple map including a basic key.

# FIELDWORK – SHALFLEET – YI

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# GEOGRAPHY IN YEAR 2 - SHALFLEET

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

Coverage

[Shalfleet\Year 2\Geography covered.docx](#)

# LOCATIONAL KNOWLEDGE – SHALFLEET – Y2

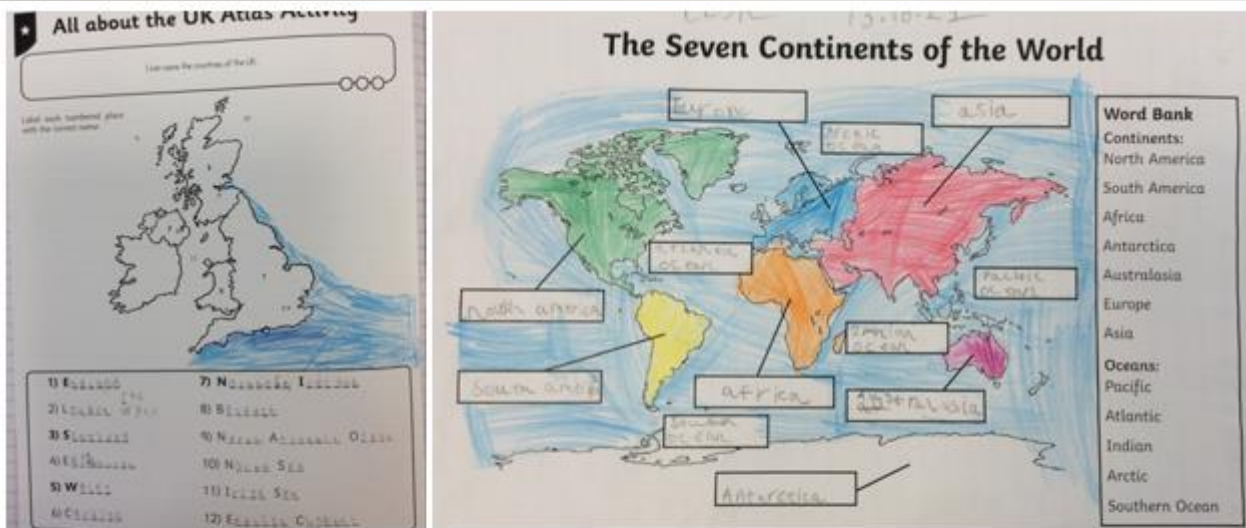
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# PLACE KNOWLEDGE – SHALFLEET – Y2

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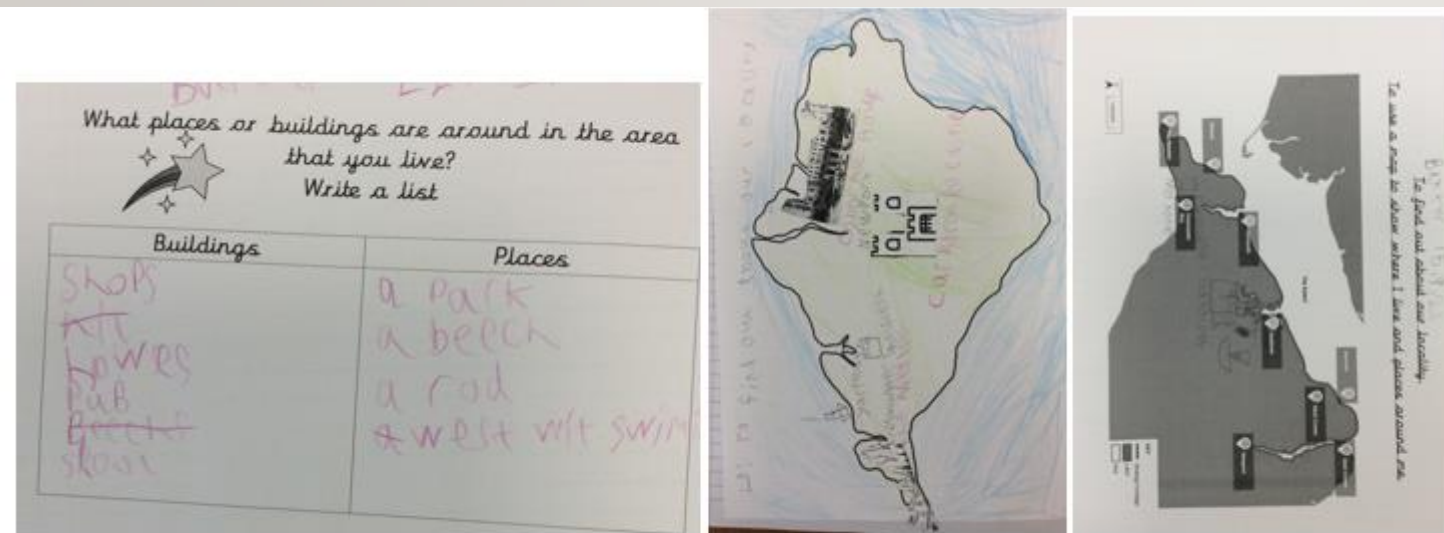


Name and locate the world's seven continents and five oceans.

**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

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

# PHYSICAL FEATURES – SHALFLEET – Y2

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# GEOGRAPHICAL SKILLS – SHALFLEET – Y2

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Devise a simple map including a basic key.



# FIELDWORK – SHALFLEET – Y2

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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

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

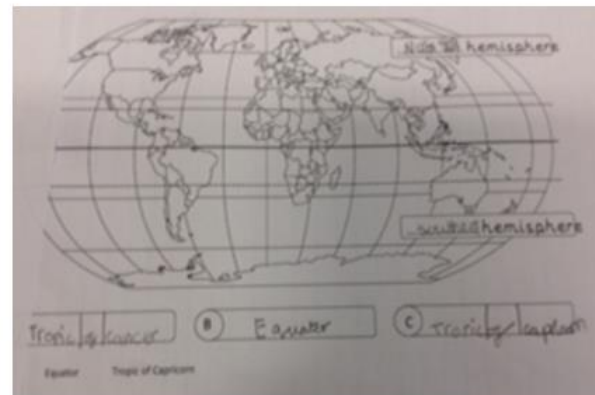
Coverage

[Shalfleet\Year 3\Geography covered.docx](#)

# LOCATIONAL KNOWLEDGE – SHALFLEET – Y3



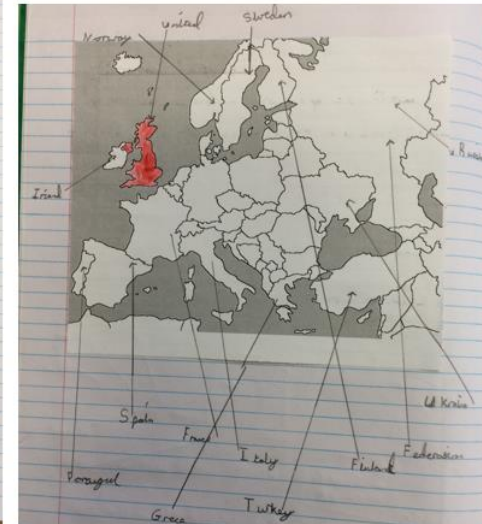
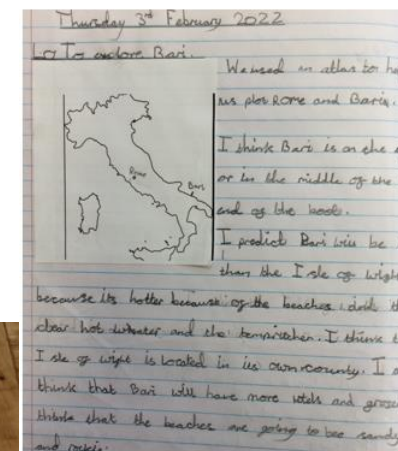
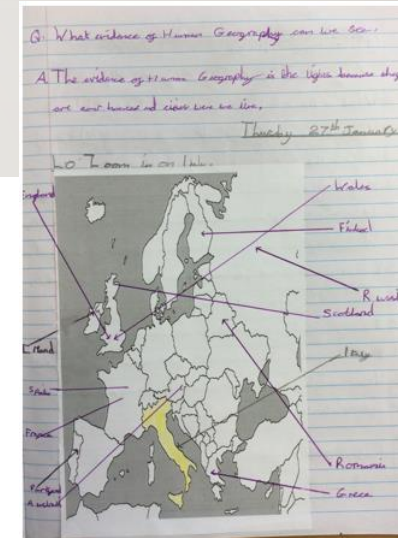
Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America,



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

I think this is Bari. This is Bari because the trees are wide apart and there's not much vegetation.

This is the Isle of Wight because there is lots of vegetation and not leaves on the trees.

**Pop. - Population**

324,196 (2017)

How many people live in Bari?

**Pop. - Population**

141,606 (2019)

How many people live on the Isle of Wight?

Bari is different to the Isle of Wight because it is more built up and Bari has less space around. Bari is similar to the Isle of Wight because of the historical sites and we and Bari have sea defences. We also both have caves, tunnels and hotels.

*R. M. V.*

**Temperature - Isle of Wight, United Kingdom**

Jan High Temp. (°C) Jan Low Temp. (°C)

**Average temperature (°C) - Bari, Italy**

Jan High Temp. (°C) Jan Low Temp. (°C)

What is the hottest month in Bari? What is the temperature?

The hottest month of the year is August and July in the Isle of Wight. The hottest month in August.

The month that has the hottest rainfall in Bari is November. There was 22.5mm for Bari. In June it has rain the least. I predict on the Isle of Wight it was the rain in September.

**Geography**

The physical similarities are that the beach is wider and there are less trees than Bari because Bari has as much as the Isle of Wight. In a day Bari could rain as much as we do in a month.

**Differences**

The difference is that we are more than the size of Bari.

To explore human and physical geography

Human Geography is when people interact with nature and the Earth. For example, mountains, towns, cities.

Physical Geography is the Earth's natural features. It is created by humans but changed by them. For example, a river, a river, a mountain, a mountain.

**Human Geography**

<b>Acropolis</b>	<b>Eiffel Tower</b>
Location: Athens, Greece	Location: Paris, France
<b>Sagrada Família</b>	<b>Colosseum</b>
Location: Barcelona, Spain	Location: Rome, Italy

**Questions I want to ask about Italy:**

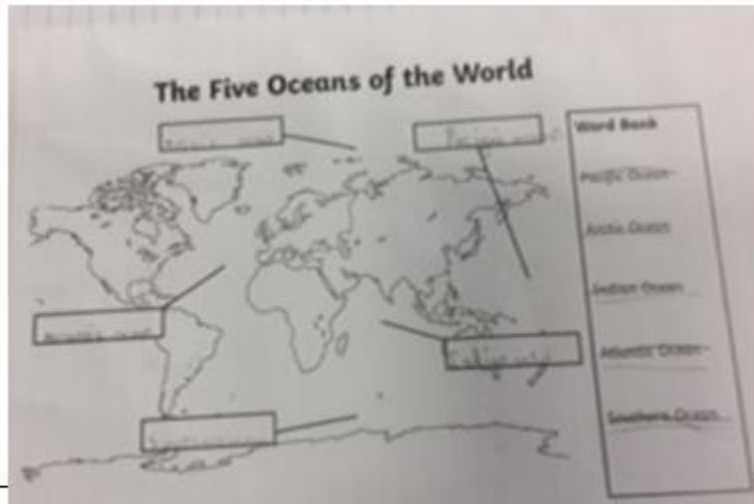
1. Why is Italy called Italy? (Physical)
2. What is the most popular name for Italy? (Human)
3. Why is the shape of the bottom of the sea? (Human)
4. Why is the shape of the top of the sea? (Human)
5. How many volcanoes are there in Italy? (Physical)
6. Why is Italy hot and cold when it's near the equator? (Physical)
7. What is the most popular number of people in Italy? (Human)
8. What is the most popular type of food in Italy? (Human)
9. How cold does it get in Italy? (Physical)
10. How hot does it get in Italy? (Physical)
11. How hot does it get in Italy? (Physical)
12. How is Italy so hot when it's not near the equator? (Physical)
13. What is the hot air? (Physical)

	Similarities to the IOW	Differences to the IOW
Human	The human Geography 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 the beach is wider and there are less trees than Bari because Bari has as much as the Isle of Wight. In a day Bari could rain as much as we do in a month.	The differences are that Bari is sunny and we rain more than them they really might only rain once a year but we rain a lot. We also have different languages.

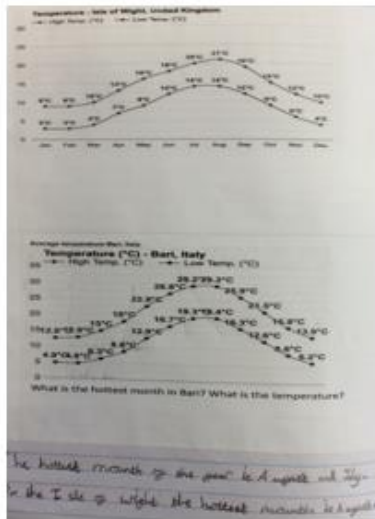
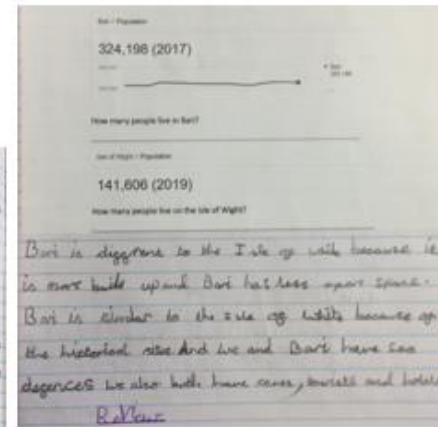
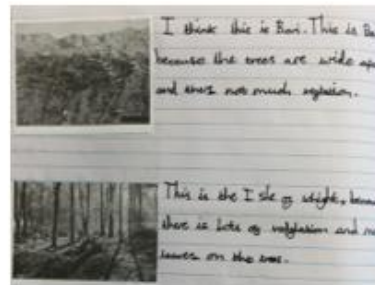
Understand geographical similarities and differences through studying the human and physical geography of Hampshire or the Isle of Wight and in Year 3: European region

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 – SHALFLEET – Y3



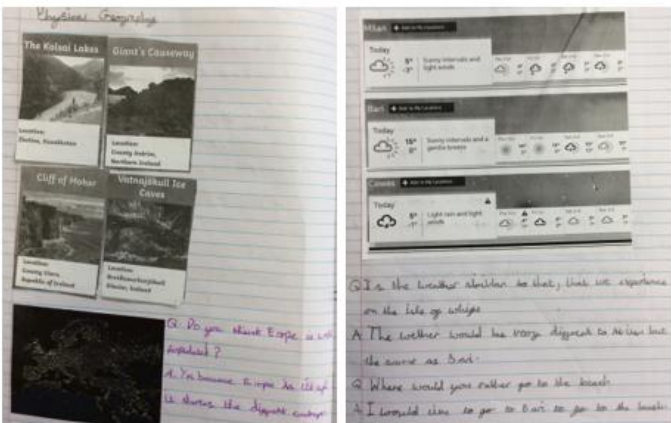
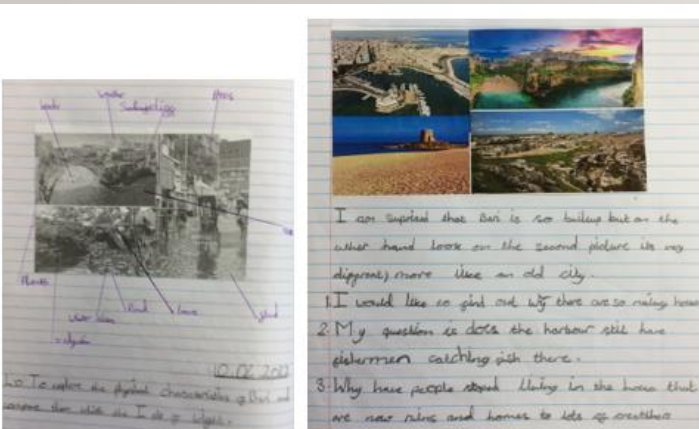
Children have a stronger understanding of the difference between physical and human geography



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

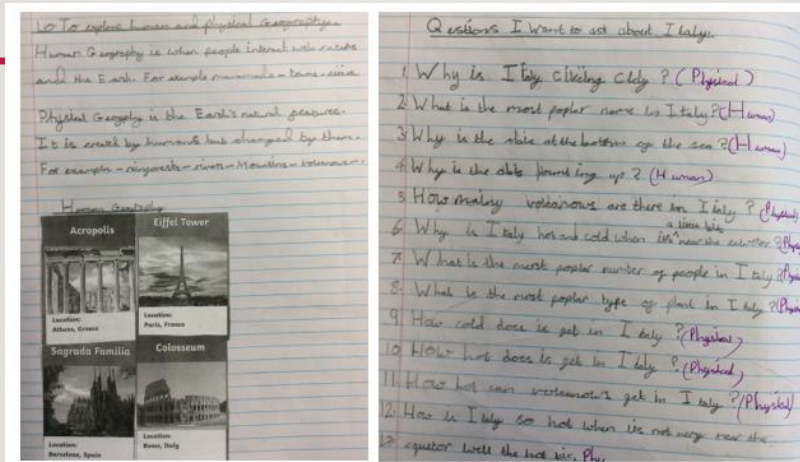


# PHYSICAL FEATURES – SHALFLEET – Y3



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

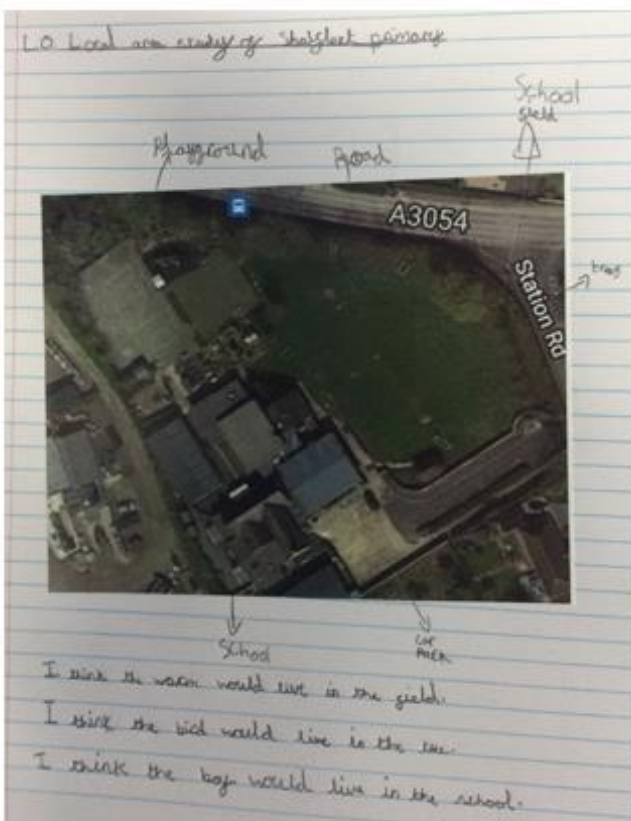
Children have a stronger understanding of the difference between physical and human geography. They use more precise vocabulary, explaining the processes of physical and human geography and their significance. They learn more about extreme weather, the processes involved in the causes and effects of extreme weather, as well as beginning to understand the impact of humans on the earth.



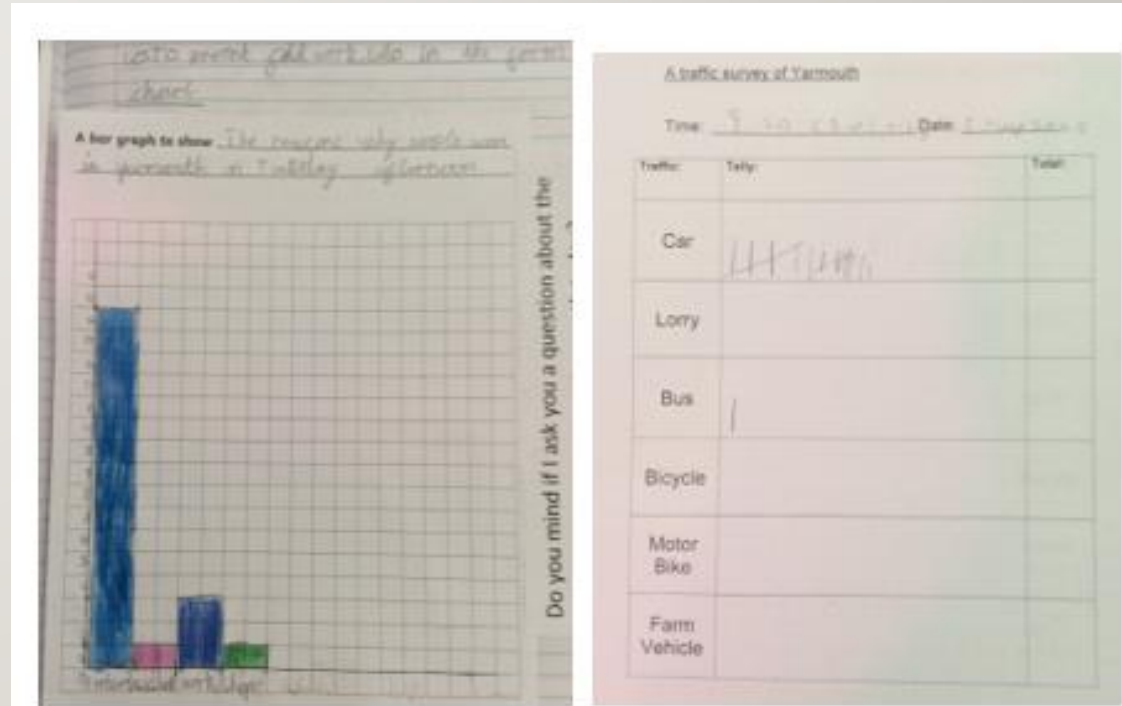
	Similarities to the IOW	Differences to the IOW
Human	The human Geography <sup>between</sup> Bari is that Bari has a bigger population than us and the tourists that come.	The difference is because Bari has the biggest population it also has more houses than us.
Physical	The physical similarities <sup>are</sup> that we have beaches and they are <sup>and so are</sup> Bari's beaches <sup>apart</sup> because they have to <sup>the bits of sand have to</sup> be there <sup>because</sup> they come up to the surface.	The differences are that Bari is sunny and we rain more than them they 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.

# GEOGRAPHICAL SKILLS – SHALFLEET – Y3

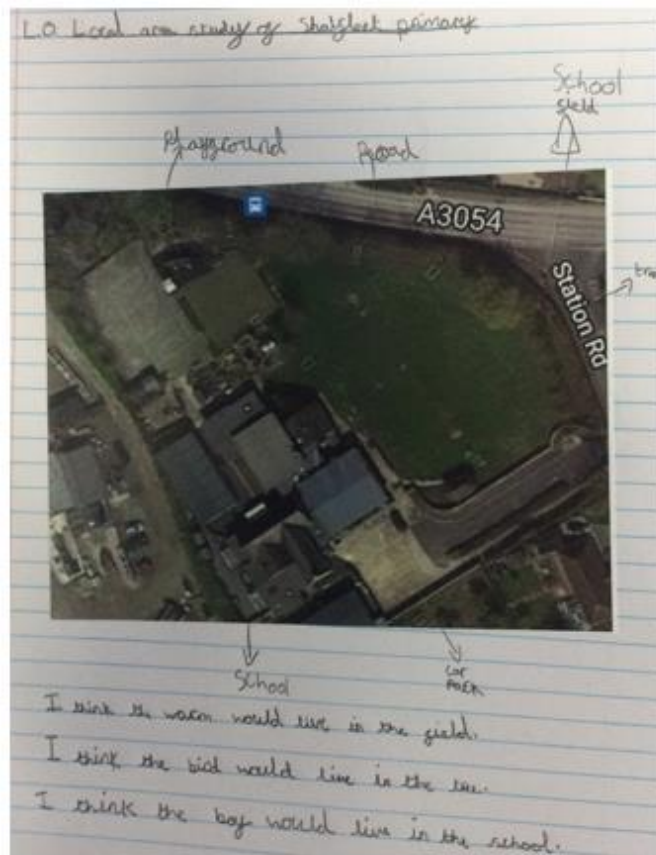


Use fieldwork to observe and present the human and physical features in the local area





# 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.



Do you mind if I ask you a question about the reason for your visit to Yarmouth today?

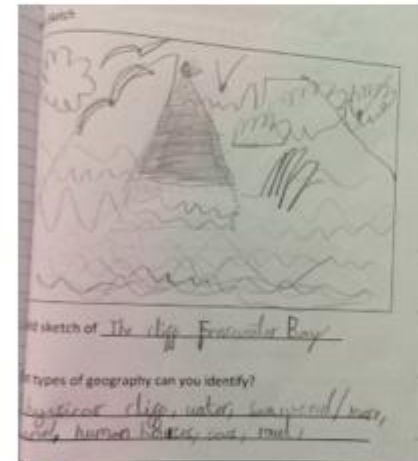
What was the purpose of your visit to Yarmouth today?

Tourism	Work	Resident	Visiting the shops
///	///		

Thank you very much, I hope you have a nice day.

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

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





Coverage

[Shalfleet\Year 4\Geography covered.docx](#)

# LOCATIONAL KNOWLEDGE – SHALFLEET – Y4

Tuesday 28<sup>th</sup> September 2021

To create a chart documenting the key facts about the countries of the United Kingdom

Flag	Country	Capital	Location	Population
	England	London	Home of Big Ben	53 million
	Scotland	Edinburgh	Home of the Scottish Parliament	5.4 million
	Wales	Cardiff	Home of the National Stadium	3.1 million
	Northern Ireland	Belfast	Home of the Titanic	0.3 million



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



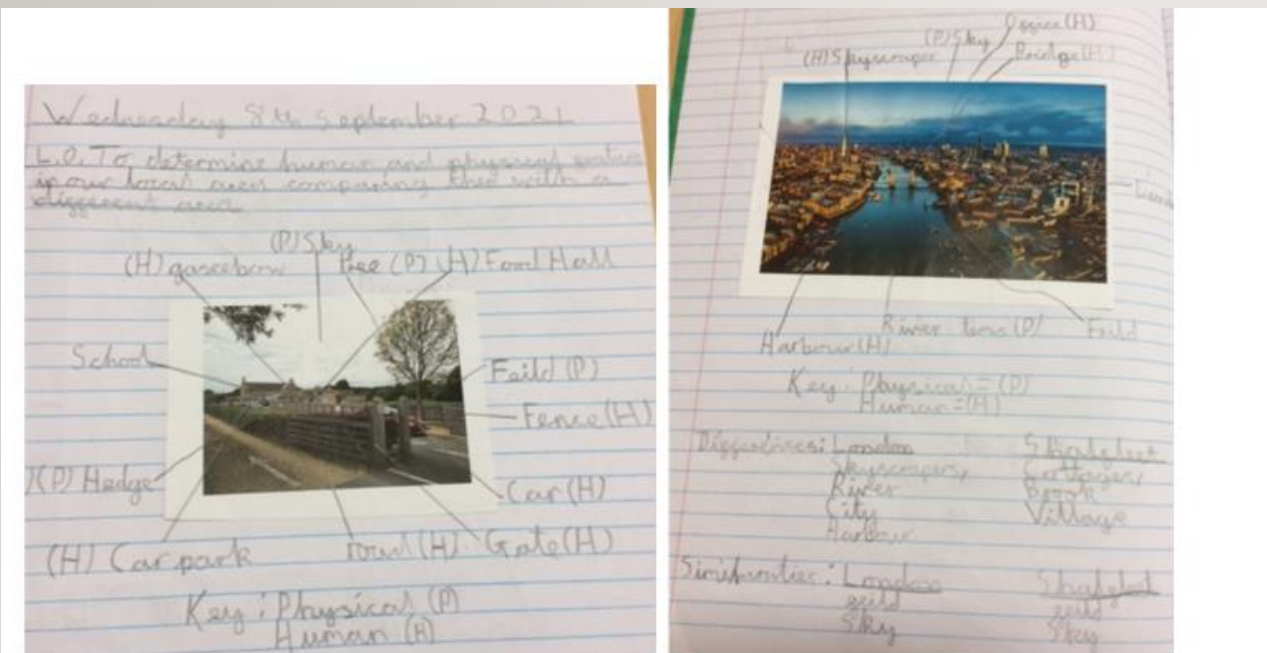
# PLACE KNOWLEDGE – SHALFLEET – Y4

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# HUMAN FEATURES – SHALFLEET – Y4

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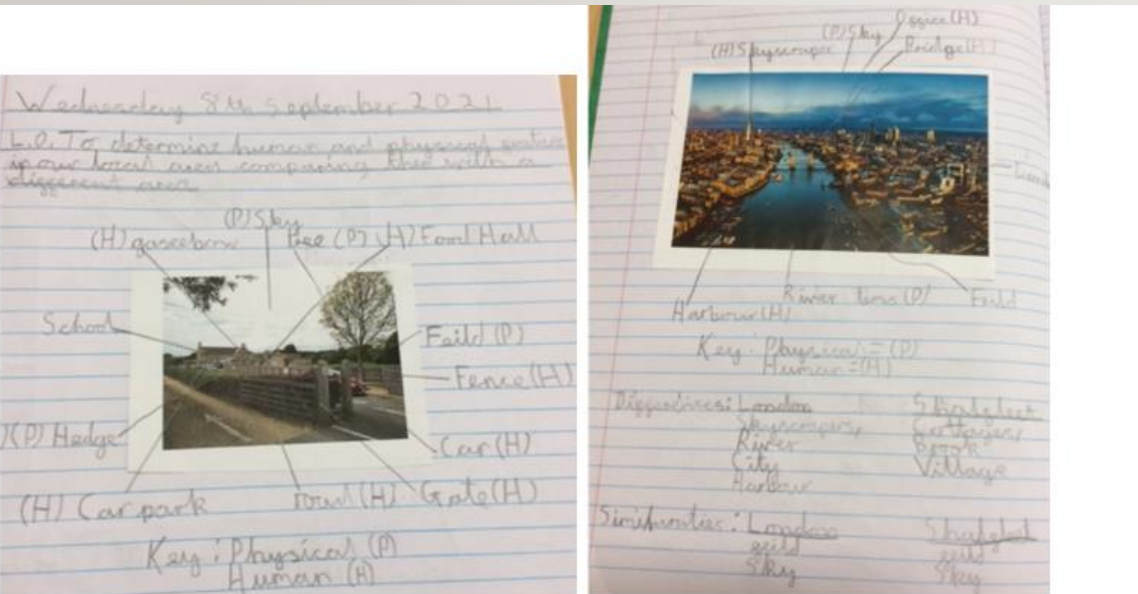


Human geography, including: types of settlement and land use

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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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.





# GEOGRAPHICAL SKILLS – SHALFLEET – Y4

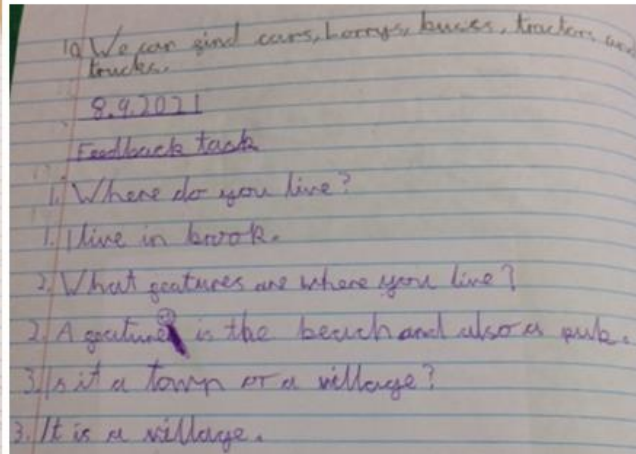
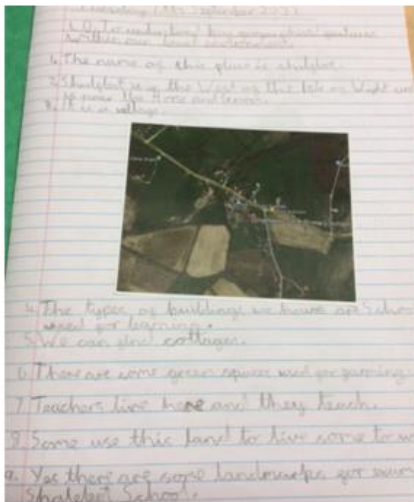
Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

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.

Wednesday 15<sup>th</sup> September

L.O. To record data in our local area

Place	Evidence	Grid Reference	Symbol
Netherwood	Online OS Map	52 42 20 50 50	
A Hunt Barn	OS Map	52 33 85 3	XV
Thymocle	OS Map	52 24 94 2	→
Netherwood	OS Map	52 32 46 8 4	P
Hunterdon	OS Map	52 38 48 3 2	G
Brook Barn	OS Map	52 36 48 5 4	
Compton Barn	OS Map	52 33 78 8 7	U
Hill Barn	OS Map	52 32 58 6 2	A
Western Wood	OS Map		





# FIELDWORK – SHALFLEET – Y4

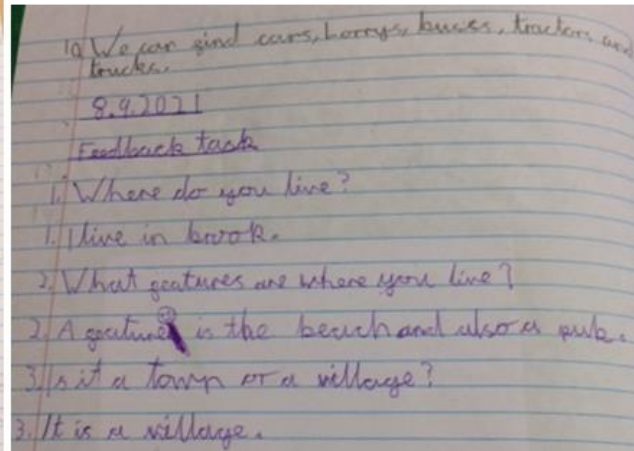
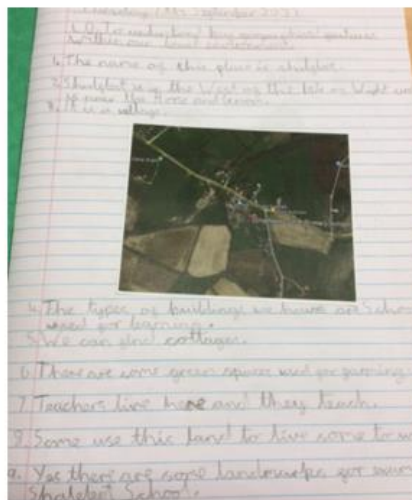
Wednesday 19<sup>th</sup> September

L.O. To record data in our local area

Place	Evidence	Grid Reference	Symbol
Netherwood	Online OS Map	52 483 214	
Alum Brook	OS Map	52 388 57	✓
Thyngsley	OS Map	52 294 471	✓
Netherwood	OS Map	52 324 894	✓
Hulverston	OS Map	52 384 832	✓
Brook Farm	OS Map	52 364 854	✓
Compton Farm	OS Map	52 337 887	✓
Hill Farm	OS Map	52 325 862	✓
Western Wood	OS Map		✓

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.



# GEOGRAPHY IN YEAR 5 - SHALFLEET

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

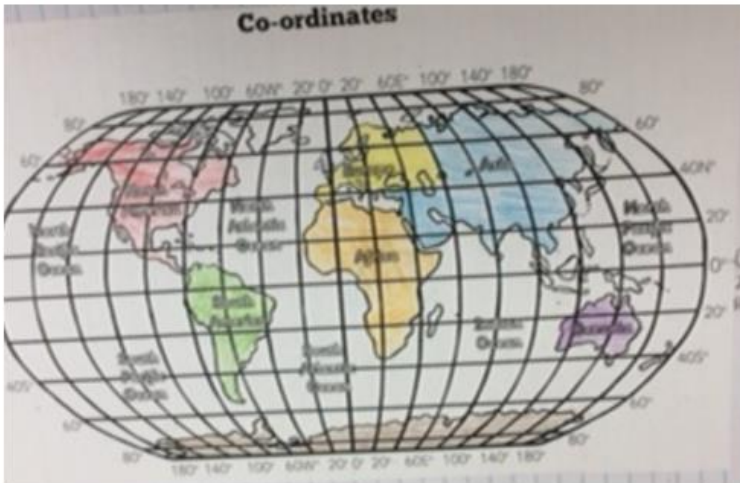
Coverage

[Shalfleet\Year 5\Geography covered.docx](#)

# LOCATIONAL KNOWLEDGE – SHALFLEET – Y5



Locational – knowledge of longitude, latitude, coordinates

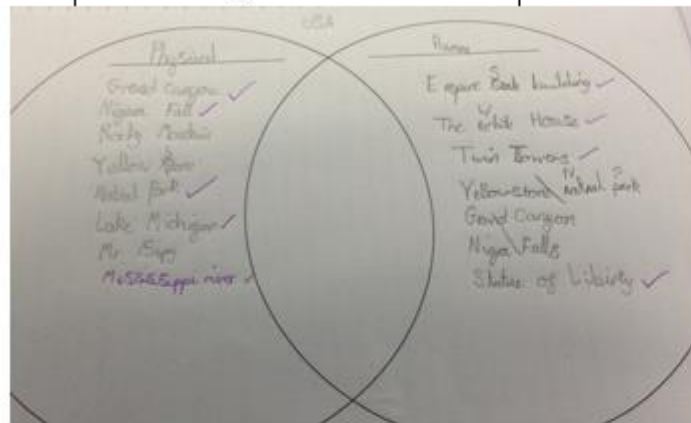




# PLACE KNOWLEDGE – SHALFLEET – Y5

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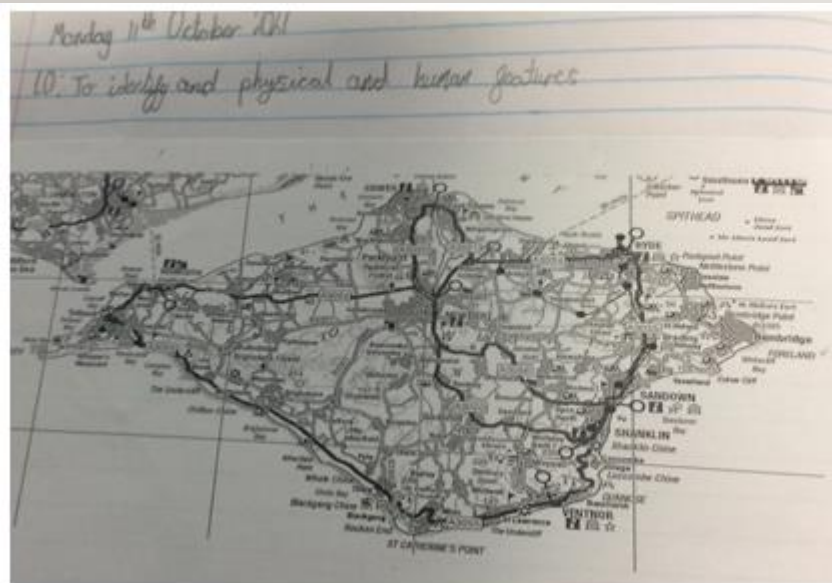
Year 5: A region of North America



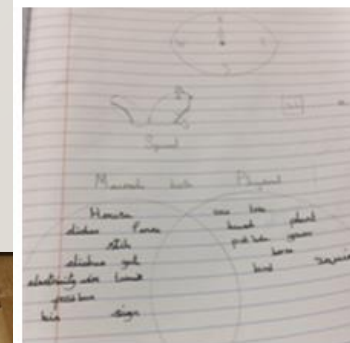
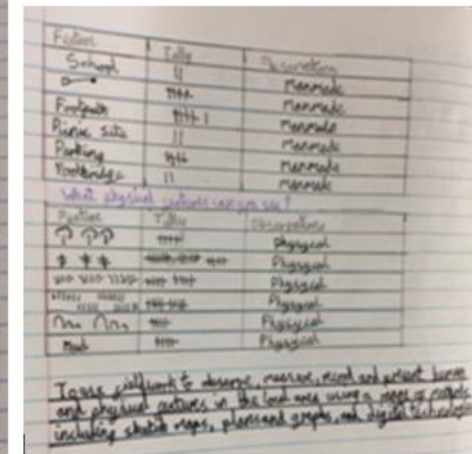
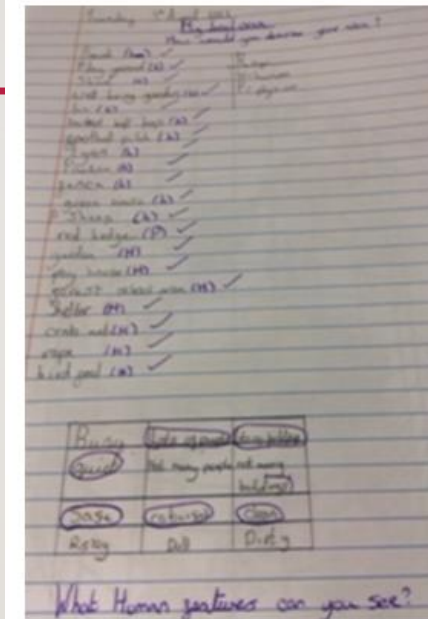
Physical geography, including climate zones, biomes and vegetation belts, **mountains** and the water cycle.  
Human geography, including: types of settlement and land use, economic activity including trade links,  
and the distribution of **natural resources** including energy, food, minerals and water;



# HUMAN FEATURES – SHALFLEET – Y5



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

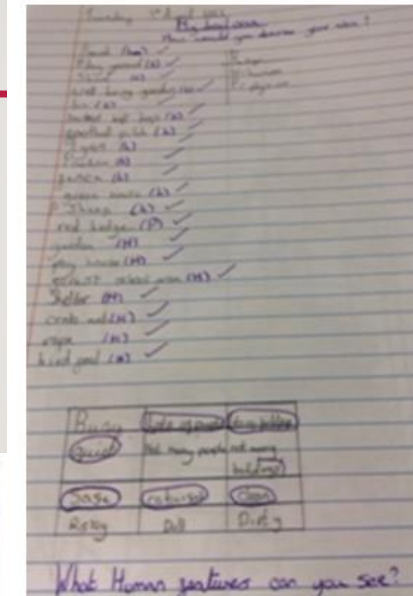
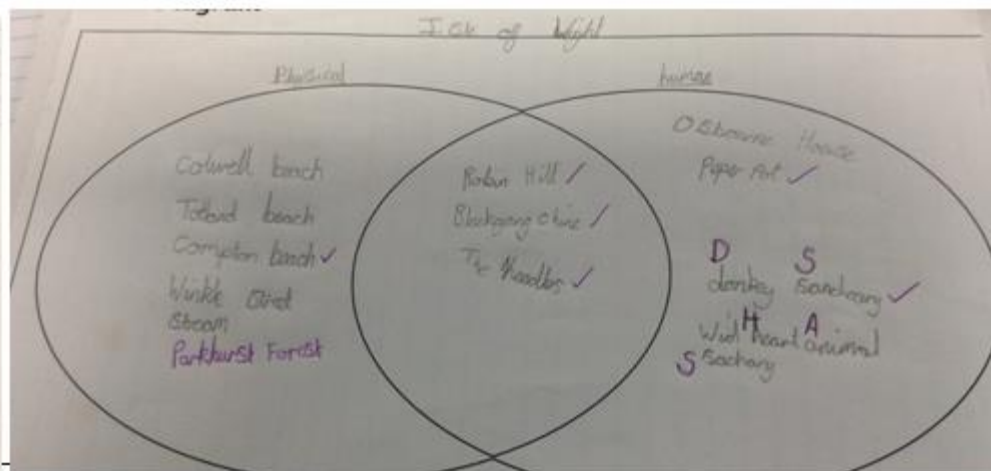


Deepening their understanding of the difference between physical and human geography, explaining the terminology of both aspects of geography and using the key vocabulary to demonstrate their knowledge and understanding.

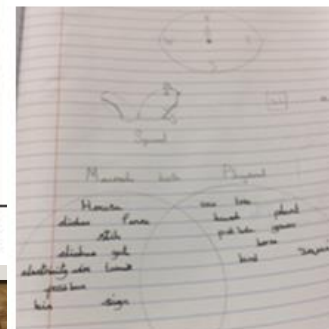
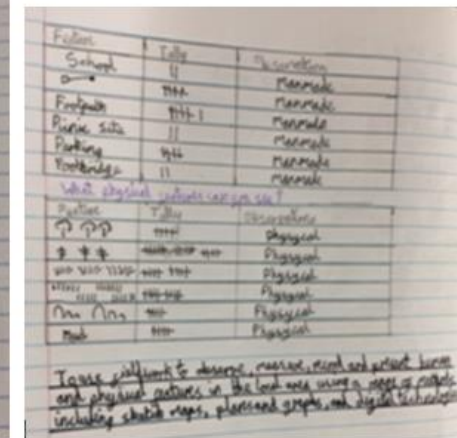
## PHYSICAL FEATURES – SHALFLEET – Y5



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



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

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# FIELDWORK – SHALFLEET – Y5

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Flora in Yarmouth



# GEOGRAPHY IN YEAR 6 - SHALFLEET

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

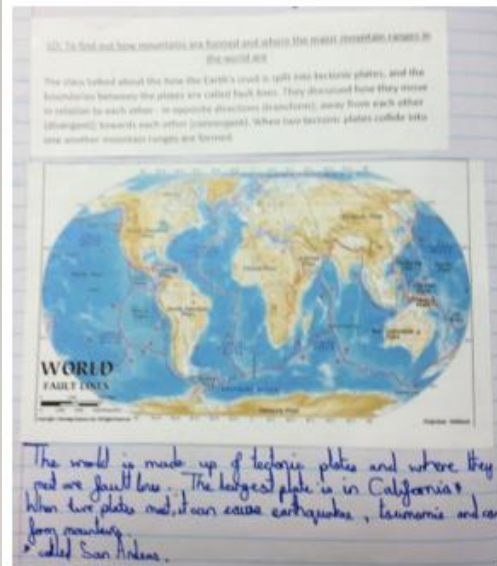
[Shalfleet\Year 6\Geography coverage.docx](#)



# 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.

To identify the human and physical features of Russia	
Physical features	Human features
Kamchatka	Moscow
Barents sea	S. C. Basals Cathedral
Central Siberian plateau	Gurbin
Ural mountains	Kirov
R. river to Selengon	Alaph
Amur River Ob	Schumacher
L. Lake Baikal	Lens

Feedback

Physical features are things like seas, rivers, mountains and lakes which are natural things which have built up naturally. Human features are things which humans have made like St. Petersburg. Cathedrals and all the cities or towns. The side of White has no mountains but Russia does have quite a few of them such as the Ural mountains. On the island there are only cities but has a lot of towns.

How is the population distributed across Russia?

1. In the Western regions of European Russia, the population density is densely populated with the highest population average on the scale. More people are living in the Western regions, due to the warmer climate, whereas North Eastern Russia has a more sparsely populated, due to it's colder climate. When a place is in the Arctic Circle, the population is sparser, because of extremely cold temperatures and harsh conditions. The population is uneven.

St. Petersburg is a densely populated area in the Western most part of Russia, and Siberia is sparsely populated because of its harsh temperatures.

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.

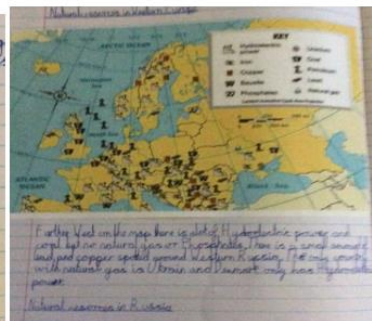
Some of these are advantages and disadvantages  
a negative and positive effect on the taiga forest

Friday 14 March 2022

To learn about natural resources in Russia

Natural resources in the UK

Coal	Gypsum	Tin
Petroleum	Silica	Silver
Natural gas	Rock salt	Gold
Ironstone	China clay	Lead
Chalk	Flint ore	





# HUMAN FEATURES – SHALFLEET – Y6

To understand the impact of the water cycle on rainforests and tropical areas

How important is the water cycle for these plants?  
How does it help?

Draw the water cycle with the rainforest. Labels.

1. The water droplets get bigger and heavier and falls to the ground as rain but can it also come down as snow, sleet or hail.

2. The water evaporates from plants and hills, direct air currents upwards where it's cooler.

3. Water falls into rivers and streams. Gravity causes water to flow down into the sea. The cycle then starts again.

1. Plant grow the Sun turns water into vapour.  
This is called evaporation. About 80% of clouds come from the ocean but it can come from lakes, ponds, rivers, reservoirs and puddles.

To understand how climate effects vegetation belts, biomes and flora/fauna

Using the information, explain how tropical plants have adapted? What are the key features which they need to survive?

Plants in the tropics have several adaptations but the most important is that they have large, broad leaves which are called *deciduous* leaves. These leaves are large and broad so that they can catch as much sunlight as possible. They also have a waxy coating on the surface of the leaves to stop the loss of water by *transpiration*.

Plants in the tropics also have a deep root system. This helps them to absorb water from the ground. They also have a thick, waxy coating on the surface of the leaves to stop the loss of water by *transpiration*.

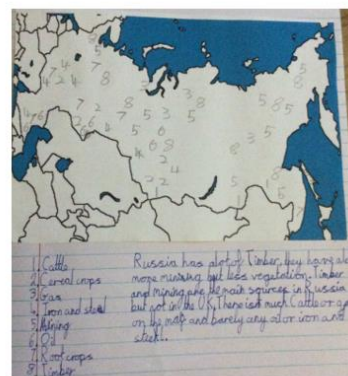
Plants in the tropics also have a deep root system. This helps them to absorb water from the ground. They also have a thick, waxy coating on the surface of the leaves to stop the loss of water by *transpiration*.

Human physical – water cycles

Compare physical geography

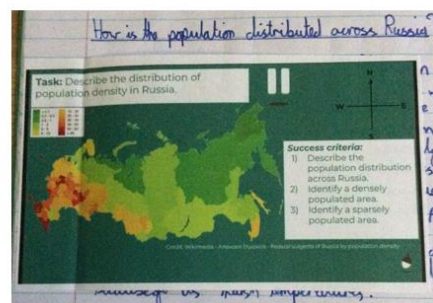
## Biomes, vegetation belts

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;



To identify the human and physical features of Russia	
Physical features	Human features
<ul style="list-style-type: none"> <li>Kumysan</li> <li>Buryatia</li> <li>Central Asian plateau</li> <li>Vol mountains</li> <li>Inner S. slays</li> <li>Altai River</li> <li>Siberia</li> </ul>	<ul style="list-style-type: none"> <li>Moscow</li> <li>S. Russia Cathedral</li> <li>Portia</li> <li>Krym</li> <li>Black</li> <li>Schamchalek</li> <li>Leont</li> </ul>
Feedback	

Physical features are things like seas, rivers, mountains and lakes which are natural things which have built up naturally. Human features are things which humans have made like St. Peter's Cathedral and all the cities or towns. The role of both has no mountains but Russia does have quite a few of them as the Vol. mountains. On the island there are only cities and a lot of towns.



MOUNTAIN  
ACTIVITIES

Activities ON:

Snowboarding (\$1000)  
Sledging (\$15.00)  
Skiing (Free)  
Ice Skating (Free)

EXCLUSIVE  
TO  
THE  
ALPS.

(open Daily 9am-5pm)  
Skiing

WARNING!  
Can be very dangerous!

Long P...  
\$1200

<h1>MOUNTAIN</h1>	<h1>ATTRACTIONS</h1>	<h1>MOUNT KOALA</h1>
<h2>ADVANTAGE</h2>		
<h2>ADVANTAGES</h2>	<h2>DISADVANTAGE</h2>	
<h3>Skis • Yaris</h3>	<h3>Weather • Temperature</h3>	
		
<h3>Repeat Visit • Challenge</h3>	<h3>The weather is your down slider</h3>	<h3>It is a del</h3>
		<h3>There are high</h3>
	<h3>Mount Kaba</h3>	<h3>to go and</h3>
	<h3>In Australia you will see the amazing animals.</h3>	<h3>the mountain</h3>
		
		<h2>BE</h2>
		<h2>CAREFUL</h2>
<h2>MOUNT KOALA</h2>	<h2>AUSTRALIA</h2>	
		<h2>It's FREE</h2>

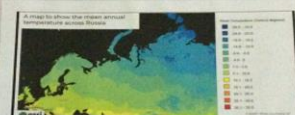
Human geography, including: types of settlement and land use, economic activity including trade links,

[illegible]



# PHYSICAL FEATURES – SHALFLEET – Y6

20: To learn how biomes are distributed across Russia




North of Russia has a colder climate because it's inside of the Arctic Circle, but nearer west is more populated and hotter because it's near the equator. Near the middle of the paper, most of the L covers up the majority of Russia. With the south of Russia, there's a bit more because it's like the west is near the equator.

Tundra covers the northern parts of Russia, along most of the north coast. (✓)

The tundra is located north of the taiga and to the north east of the temperate forest. (✓)

How have plants and animals adapted to taiga forest?



Adapted to snow: Trees are shaped which from the snow to not heavy pressure. Adapted to the short growing season: They are evergreen and do not shed leaves in the winter, allowing them to photosynthesize when temperatures rise above 3°C.

Adapted to the lack of sunlight: Coniferous trees, such as pine, fir and spruce, use narrow and form a dense canopy to collect sunlight over a large distance.

Adapted to the harsh climate: Mammals, rather than birds, have replaced the surface area of the forest, reducing water loss.

Adapted to the lack of sunlight: Coniferous trees, such as pine, fir and spruce, use narrow and form a dense canopy to collect sunlight over a large distance.

To identify the human and physical features of Russia

Physical features	Human features
Kura river	Moscow
Barents sea	S. C. Basil's Cathedral
Central Siberian plateau	Yaroslavl
Ural mountains	Krasnodar
R. Volga to S. Caspian	Ukraine
Mount K. Ural's	Ukraine
Arctic Circle	Ukraine

Feedback

Physical features are things like seas, rivers, mountains and lakes which are natural things which have built up naturally. Human features are things which humans have made like St. Basil's Cathedral and all the cities, or towns. The L of which has no mountains but Russian cities have quite a few of them as the Ural mountains. On the L side there aren't any cities but has a lot of towns.

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.

**To compare and contrast British physical geography with Central America**

Using atlases, complete a table comparing the vegetation, forests and physical geography of Central America to Britain.

Forest	It is full of snow. There is quite a lot of greenery though. There are forest scattered in amongst the agricultural land.	To the South of Central America there are tropical forests but in the rest it's just desert.
Physical geography	There are lakes, seas, moors, forests and some mountains in Britain.	In Central America there are rivers, lakes, mountains and forests.

Water is really important for plants, providing all the nutrients needed to grow big and strong. If the plant has too much water, the plant can become weak as the plant wilts unless they adapt.

Vegetation	Britain Most of England is covered in agricultural land meaning that there isn't much vegetation. Scotland also doesn't have much vegetation as it is full of snow. There is quite a lot of greenery though.	Central America There isn't much vegetation in Central America as it's full of mountains and deserts.
Forest	There are forest scattered in amongst the agricultural land.	To the South of Central America there are tropical forests but in the rest it's just desert.
Physical geography	There are lakes	In Central America there is

20: To explain about mountain climates

Despite the amazing views, this comes at great risk to the mountain, as being too high at risk of being the mountain.


Alps M. N. S. 2000 ft  
Blizzard M. Oregon 1000 ft  
Climax M. Peak 1000 ft  
Dangaroo M. Q. 1000 ft  
E. 1000 ft  
F. 1000 ft  
G. 1000 ft  
H. 1000 ft  
I. 1000 ft  
J. 1000 ft  
K. 1000 ft  
L. 1000 ft  
M. 1000 ft  
N. 1000 ft  
O. 1000 ft  
P. 1000 ft  
Q. 1000 ft  
R. 1000 ft  
S. 1000 ft  
T. 1000 ft  
U. 1000 ft  
V. 1000 ft  
W. 1000 ft  
X. 1000 ft  
Y. 1000 ft  
Z. 1000 ft

20: To explain about mountain climates

In a mountainous climate, the higher above sea level you go, the thinner the oxygen gets due to the altitude. The higher up a mountain you go, the colder it gets because of more exposure of the surroundings. It will always be colder at the peak of a mountain than it is at the bottom of it as it's more protected from the elements when there's mountains blocking the wind.

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

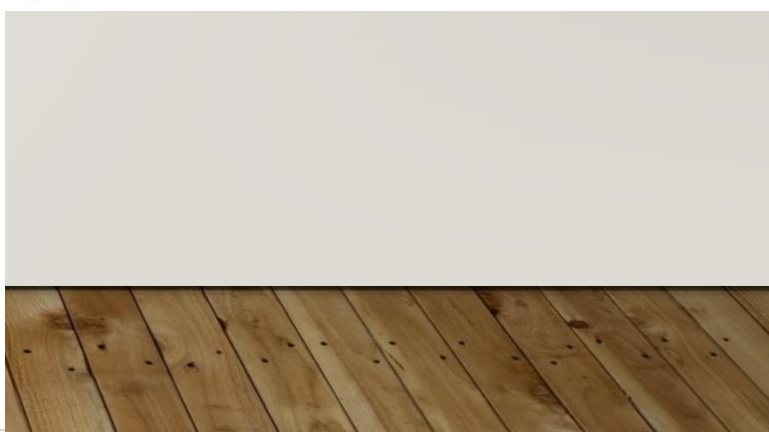
20: To explain about mountain climates



Mount Pinatrainian

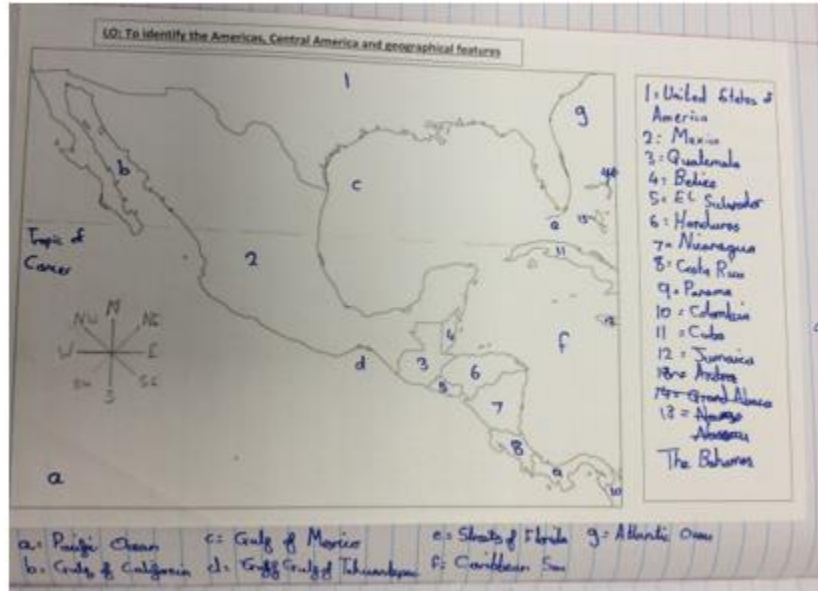
There are so many places to go to. It's FREEZING.

There are so many places to go to. It's FREEZING.





# GEOGRAPHICAL SKILLS – SHAIFFET – 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



# FIELDWORK – SHALFLEET – Y6

To understand how climate effects vegetation belts, biomes and flora/fauna

Using the information, explain how tropical plants have adapted? What are the key features which enable them to survive?

1. Buttress roots can help trees in the rainforest making the trees more stable as they have to grow tall to reach the sunlight. Trees that are below that don't get enough nutrient/water and sunlight.
2. Many leaves have developed to be drip tips because they have little gaps that water drains off of so if it stops on it the leaf could start rotting and fungus would start growing.
3. Lianas have adapted to the rainforest by being able to climb trees, which could help them to reach the light. They use the trees as a support or otherwise they would be unbalanced and would be able to break the light.
4. Epiphytes are plants that have adapted to live on trees. Living on trees means they can grow up to the light, which helps it grow even bigger. They collect their nutrients from the air and do not damage the host unless they grow too big or strangle the tree with their roots.
5. Bromeliads have developed to have thick overlapping leaves, which helps store water. They've can also absorb nutrients from the air.

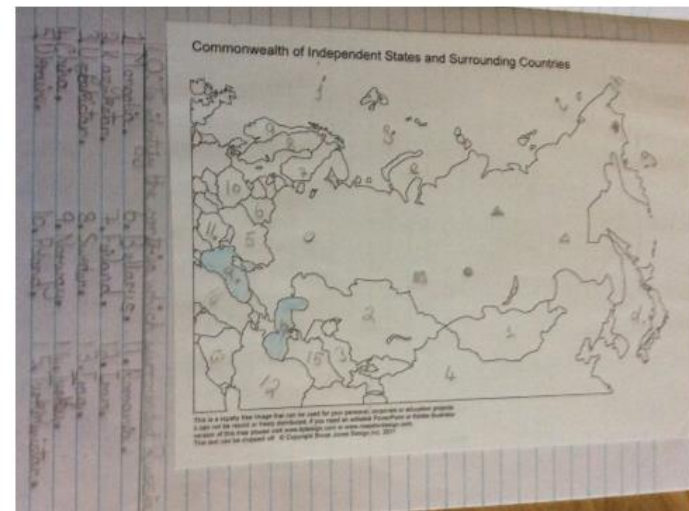
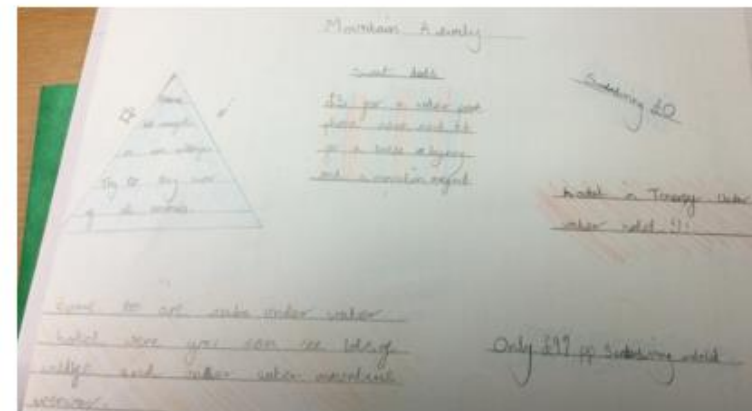
Fieldwork - Exploring and collecting fieldwork based on Erosion, rocks and soils, vegetation and use of landscape.

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.

Ask questions

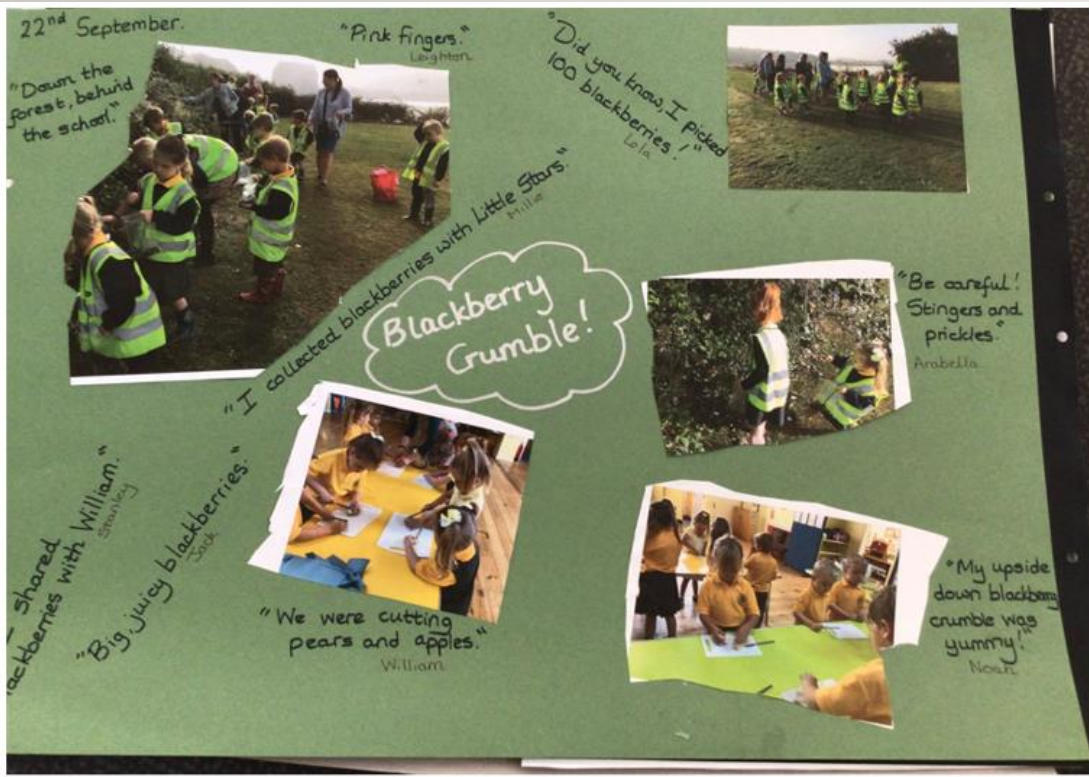
range of methods to answer the questions through planning fieldwork, collecting field data, making concise judgements and drawing conclusions that show an understanding of other processes.

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



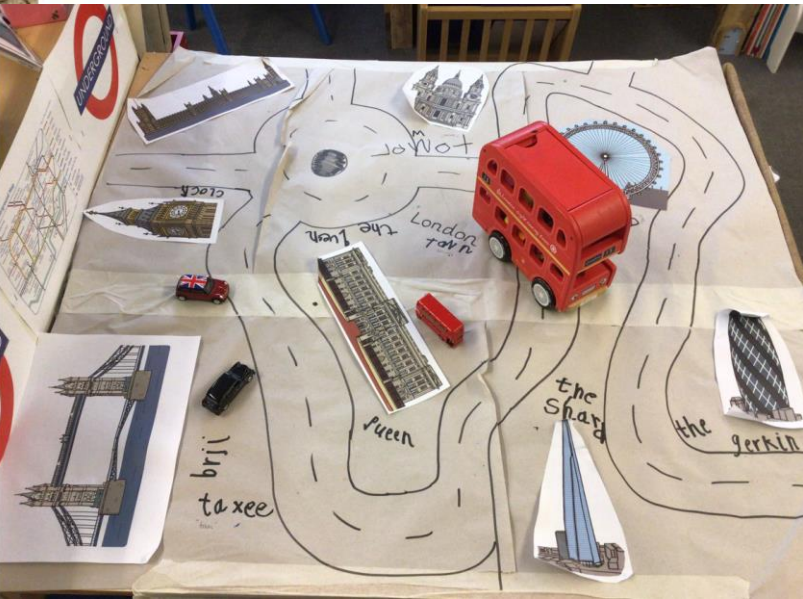
## Geography write up Spring Term.

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 6<sup>th</sup> 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.



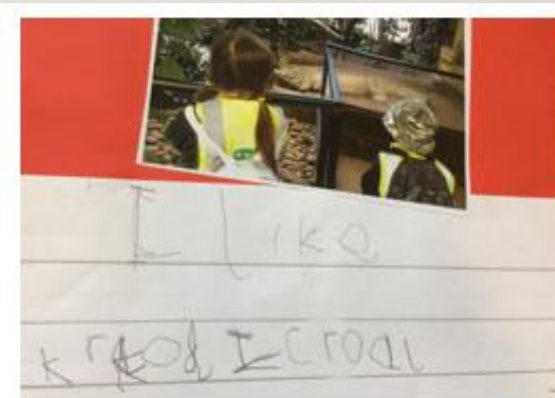
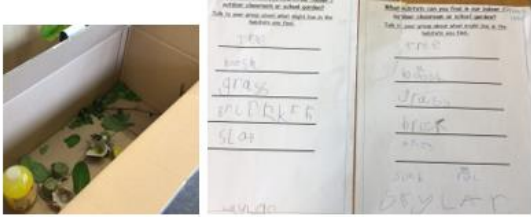


# THE NATURAL WORLD–YARMOUTH -YR SUMMER

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

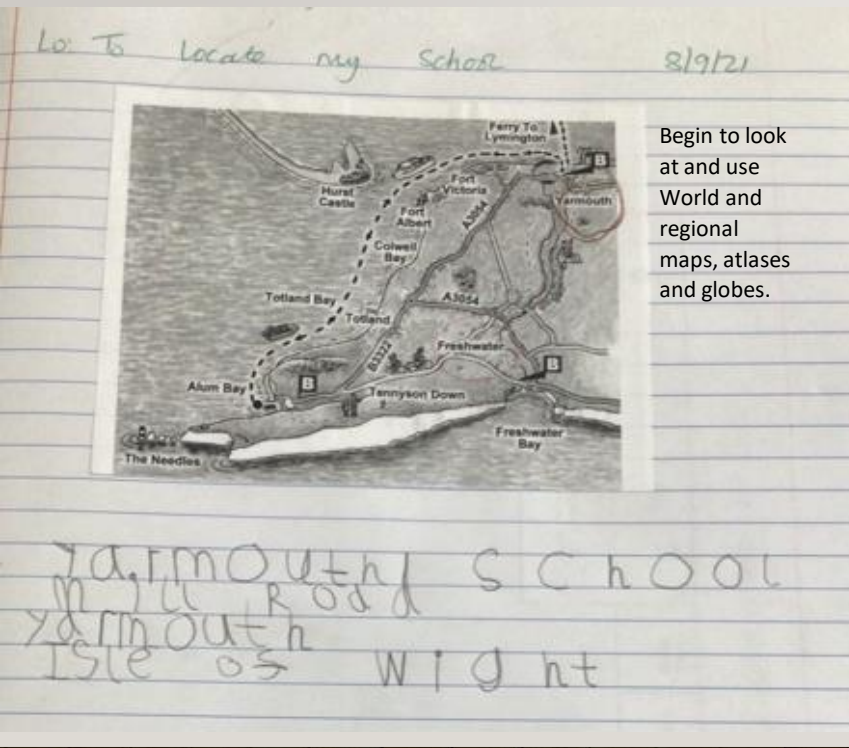
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- Locational Knowledge
- Place Knowledge
- Human Geography
- Physical Geography
- Geographical Skills
- Fieldwork

Coverage

[Yarmouth\Year 1\Goegraphy Covered.docx](#)

# LOCATIONAL KNOWLEDGE – YARMOUTH – YI



Identify countries

England	Scotland
London is the capital city. Many parts are governed by the Royal Family.	North of the UK. has hills and mountains. Edinburgh is its capital city. Loch Ness River
Wales	Northern Ireland
Cardiff is the capital city. Lots of mountains. have their own language.	Belfast is the capital city. Smallest country in the UK.

My country: England

The Capital City: London

The longest river: Severn

The highest point: Scafell Pike 918m

Other facts: THE ROYAL FAMILY  
WE HAVE A QUEEN

The flag:

The national symbol:

It means we're looking down:



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 – YI



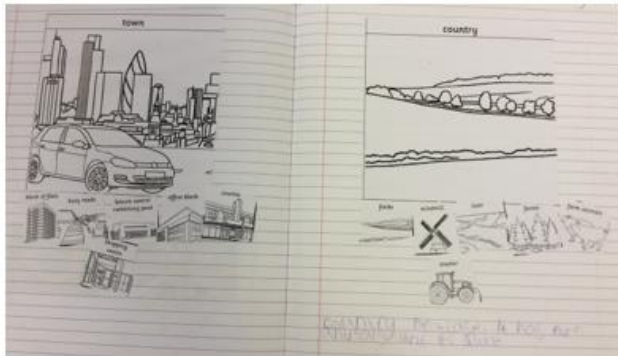
Look at and use world maps, atlases and globes to identify the associated studied areas.



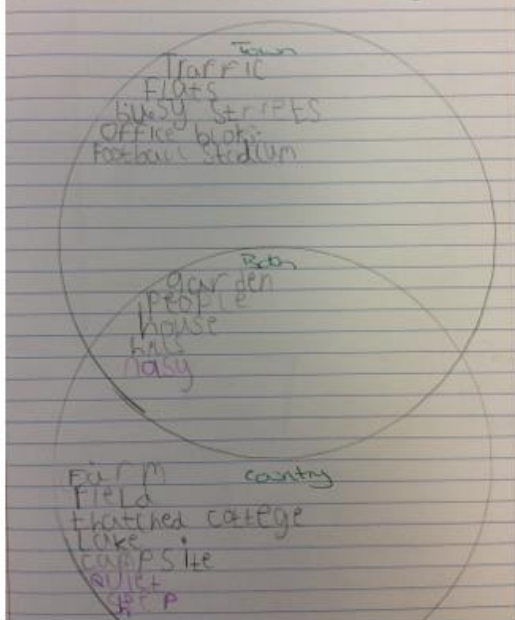
Place - Understand geographical similarities and differences through studying the human and physical geography of the Isle of Wight, and a small area of a contrasting non-European country



# HUMAN FEATURES – YARMOUTH – YI



To understand the difference between town and country



## Human and physical

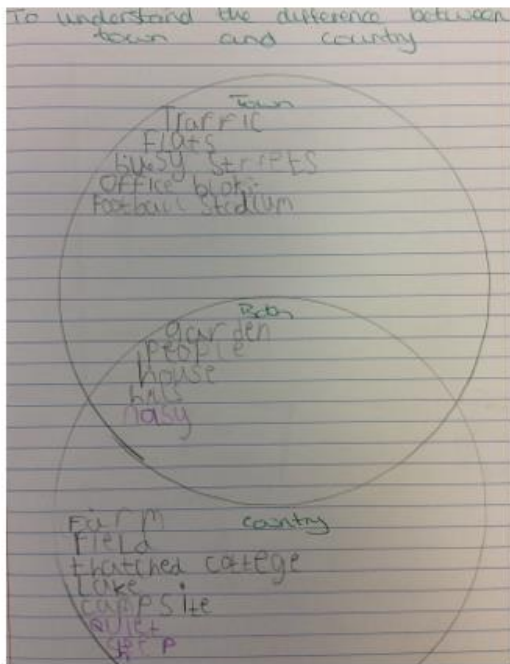
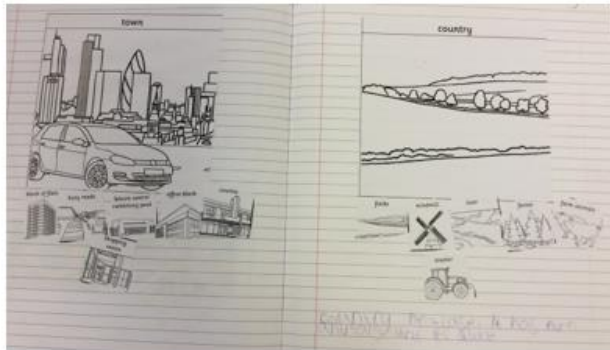
Use basic geographical vocabulary to refer to:

**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 – YI

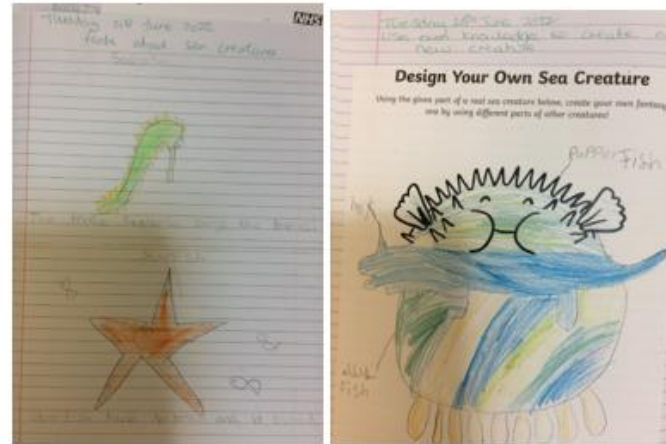


## Human and physical

Use basic geographical vocabulary to refer to:

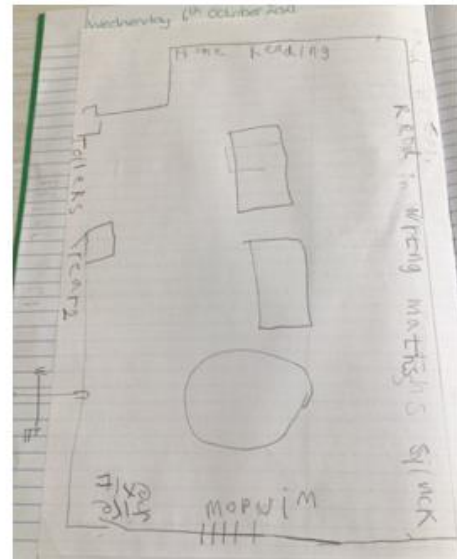
**Key physical features, including:** beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather

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





# GEOGRAPHICAL SKILLS – YARMOUTH – Y1

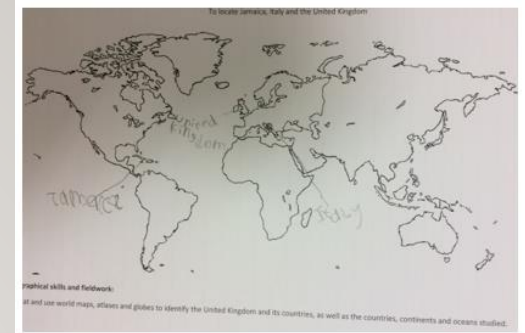


Use simple compass directions (North, South, East and West)

Devise a simple map including :



Geographical – construct a simple key

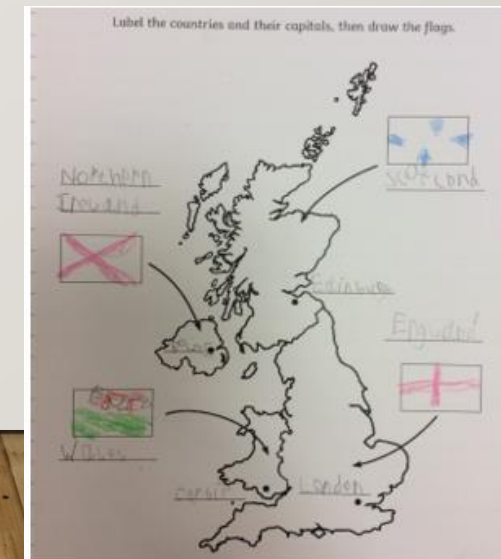


Look at and use world maps, atlases and globes to identify the associated studied areas.

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.



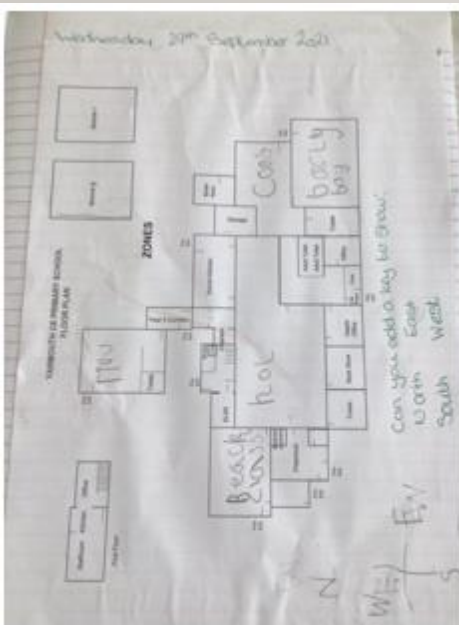
Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.



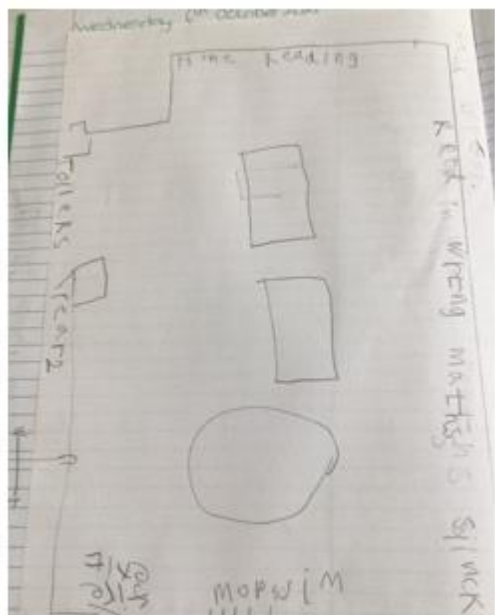


# FIELDWORK – YARMOUTH – YI

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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

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- Locational Knowledge

Coverage

- Place Knowledge

- Human Geography

[Yarmouth\Year 2\Spring\Geography coverage.docx](#)

- Physical Geography

- Geographical Skills

- Fieldwork

# LOCATIONAL KNOWLEDGE – YARMOUTH – Y2

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# PLACE KNOWLEDGE – YARMOUTH – Y2

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# HUMAN FEATURES – YARMOUTH – Y2

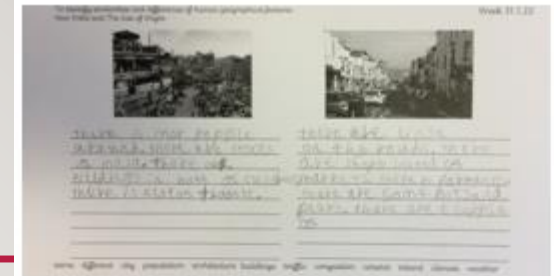


**Human and Physical:** Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles;

<u>Town</u>	<u>Perfio</u>	<u>Country</u>
road	farm + vials	trees & bushes
Salmontraders	hds	Camping
Aspirin	children	birds
houses	trees	water
work		
TV + shorts		
hotels		
shops		
pay class		
trees		

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

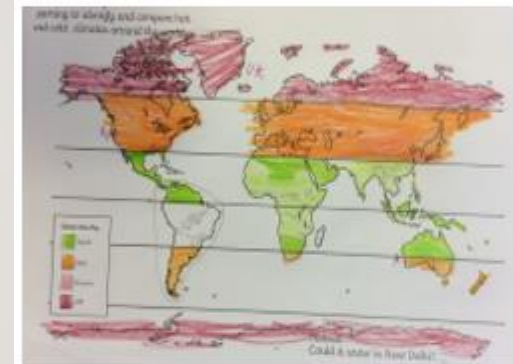
**Key human features**, including city, town, village, factory, farm, house, office, port, harbour and shop.



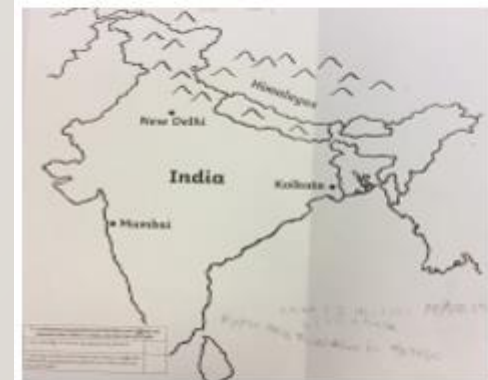
Use World and regional maps, atlases and globes.

Google Earth.

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

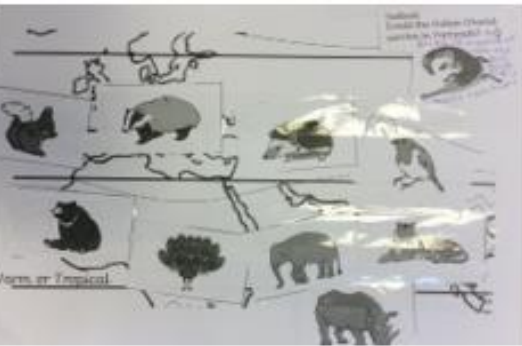


**Human and Physical:** Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles;

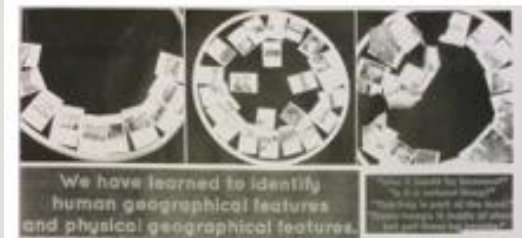


Understand geographical similarities and differences through studying the human and physical geography of the Isle of Wight

# 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;



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



**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.

Town	People	Country
road shops houses work TV shops shops shops shops	people shops shops shops shops	shops shops shops shops shops

7.2.22

LO: Compare what is the same and what is different between the physical geography of India and the Isle of Wight.

In your books below each picture, write the similarities and difference between the physical geography of India and the Isle of Wight.



some different mountain river coast beach surroundings

India  
Himalayas  
trees  
beaches  
deserts  
rivers  
grass  
water  
sea  
sky  
cliffs  
pebbles  
plants

Isle of Wight  
trees  
animals  
beaches  
rivers  
coast  
fields  
hills  
grass  
water  
sea  
sky  
cliffs  
pebbles  
plants  
leaves

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

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## Our Local Area: Find It!

To learn physical and human features in the local area  
Use the following map and plan to find the following places in your local area of Yarmouth.

Using an online map program such as Google Maps, can you find the following places in your local area of Yarmouth?

Where to find	Where is it?
School	✓
Place of worship	✓
Ferry Port	✓
Castle	✓
Shops	✓
River	✓

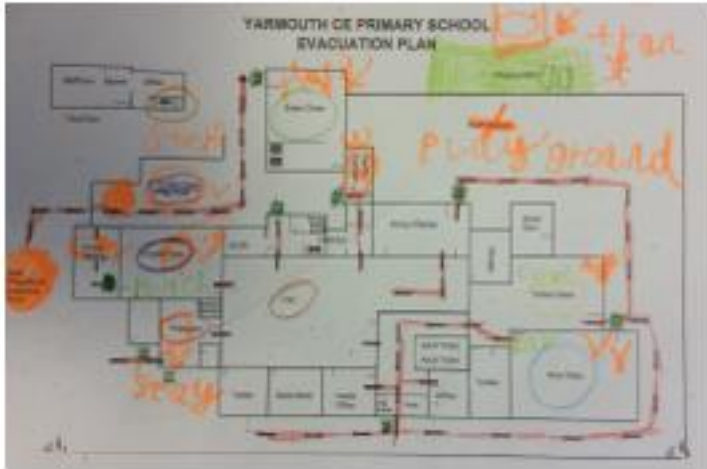
Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features

What can you see? Can you label the aerial photograph?



# FIELDWORK – YARMOUTH – Y2

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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

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- 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;

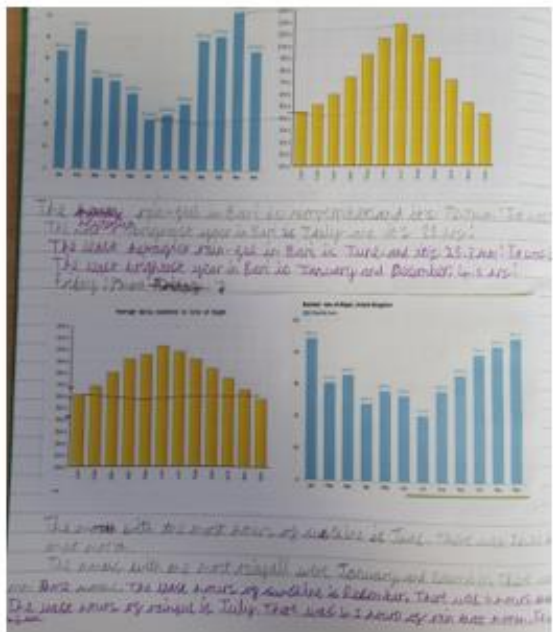
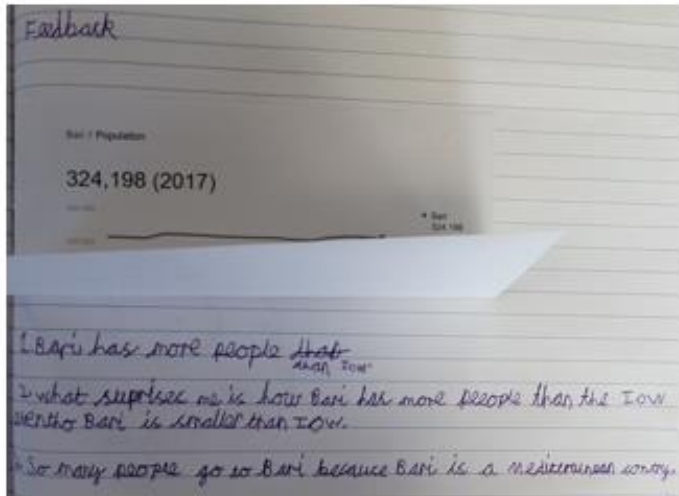
Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.



# 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

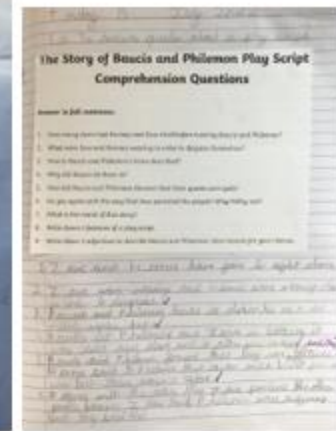
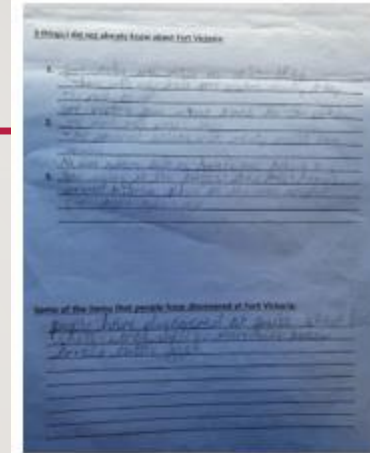
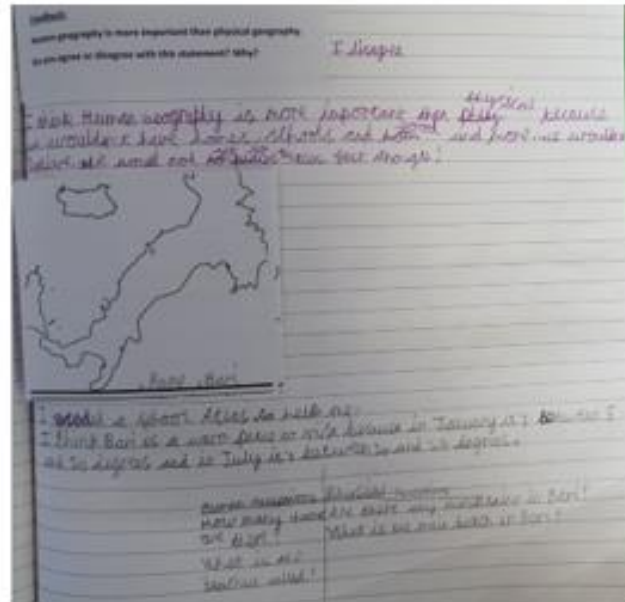
Children develop vocabulary relating to physical and human geographical features from KS1. They begin to develop the skills of comparing regions, by focusing on specific features. Children focus on comparing regions of the UK in depth and start to look at an area outside of the UK.







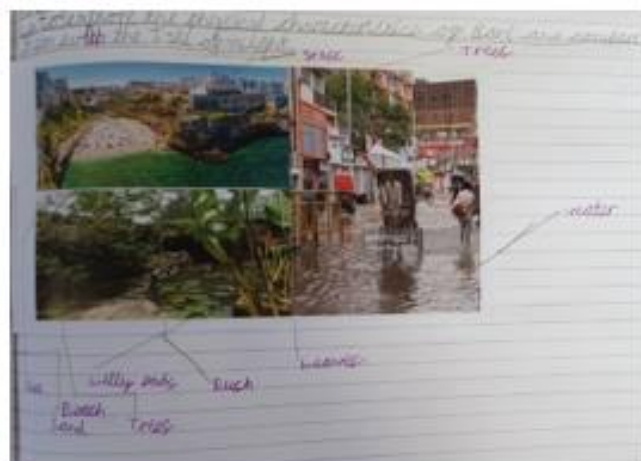
# PHYSICAL FEATURES – YARMOUTH – Y3



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. 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.

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.



# GEOGRAPHICAL SKILLS – YARMOUTH – Y3

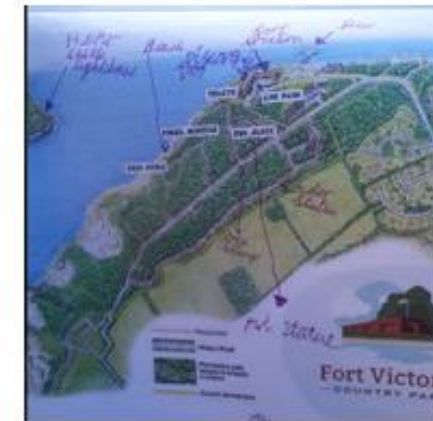
Transport	Tally	Total
Ferry		
Bus		
Boat		
Cars		5
Taxi		5
Bicycle		5
Walking		5
Lorry		5
Tractor		5
Van		5
Coach		5

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).

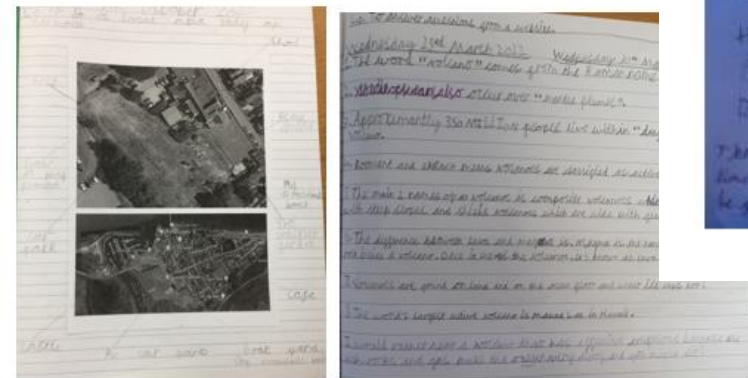
Continue to develop their knowledge of the United Kingdom and the wider world.

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



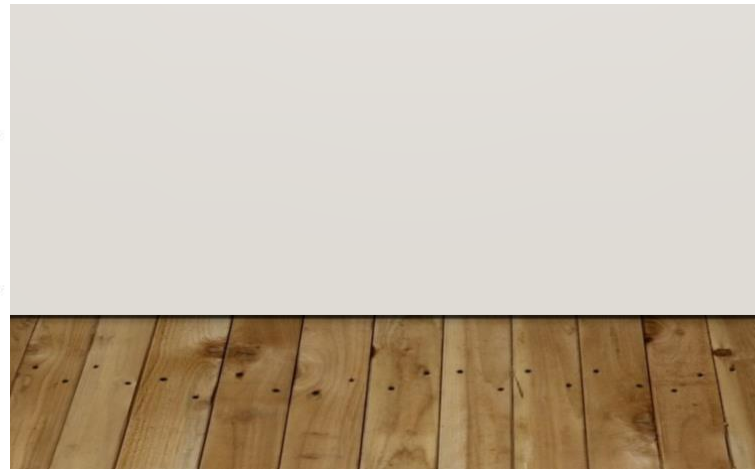
Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

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.



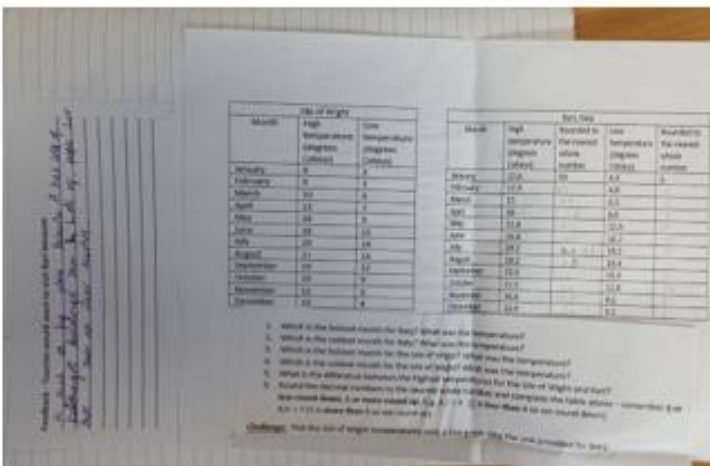
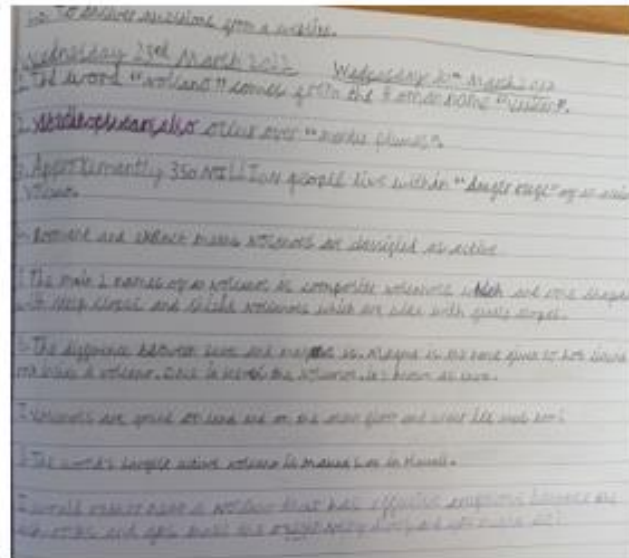
Month	High	Low	Mean	Range	Frequency
January	10	5	7.5	5	1
February	12	7	9.5	5	1
March	15	10	12.5	5	1
April	18	13	15.5	5	1
May	20	15	17.5	5	1
June	22	17	19.5	5	1
July	25	20	22.5	5	1
August	28	23	25.5	5	1
September	30	25	27.5	5	1
October	32	27	29.5	5	1
November	35	30	32.5	5	1
December	38	33	35.5	5	1

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 – 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

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

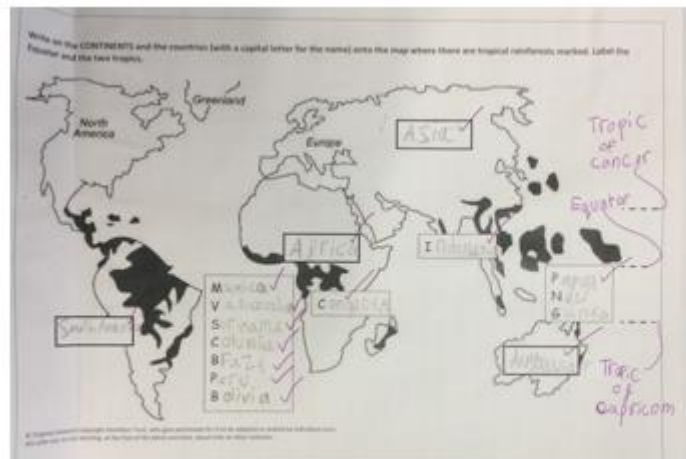
Coverage

[Yarmouth\Year 4\Geography covered.docx](#)

# LOCATIONAL KNOWLEDGE – YARMOUTH – Y4



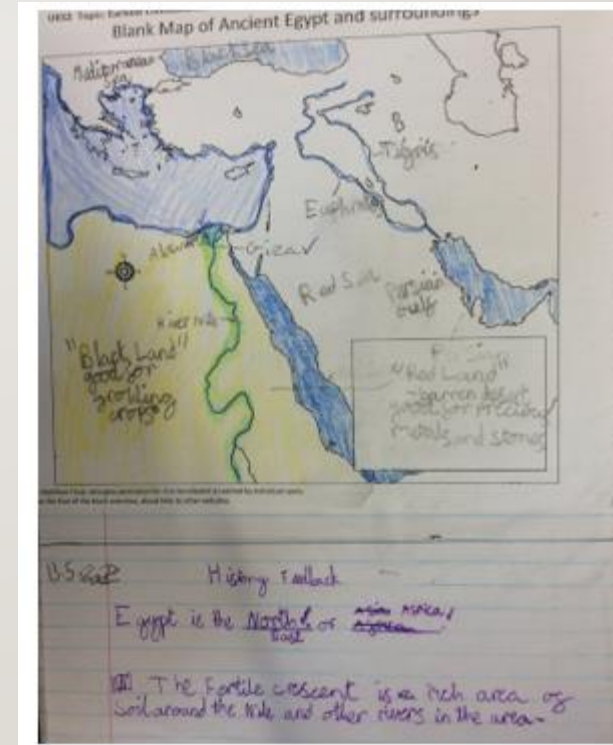
Name and locate counties and cities of the United Kingdom,



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



Identify Globally significant places, terrestrial and marine environments.

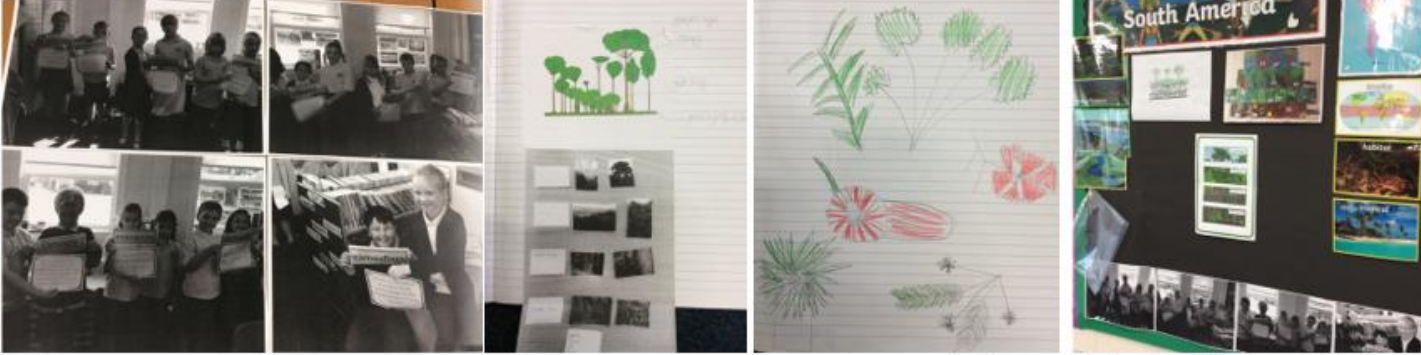


Locational – locating places and features accurately on maps



# PLACE KNOWLEDGE – YARMOUTH – Y4

Year 4: A region of South America.



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

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



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



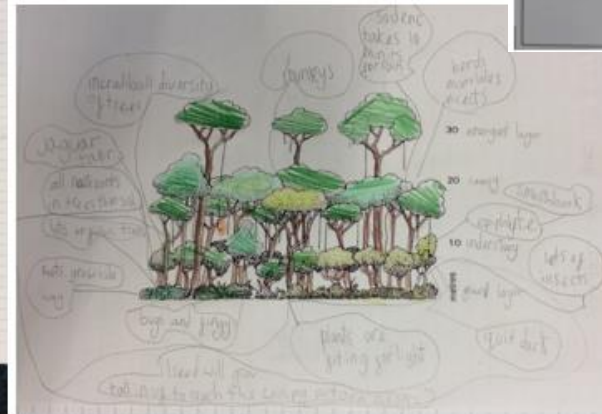
# HUMAN FEATURES – YARMOUTH – Y4



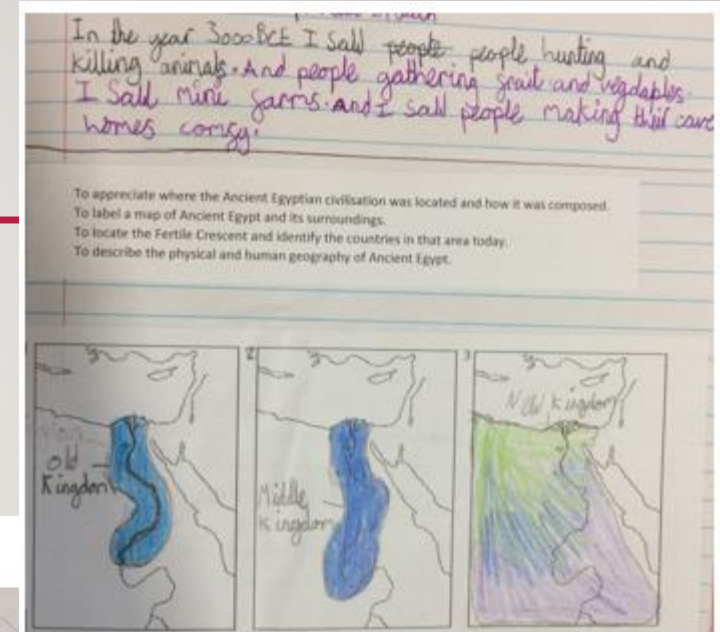
They learn more about extreme weather, the processes involved in the causes and effects of extreme weather,



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.



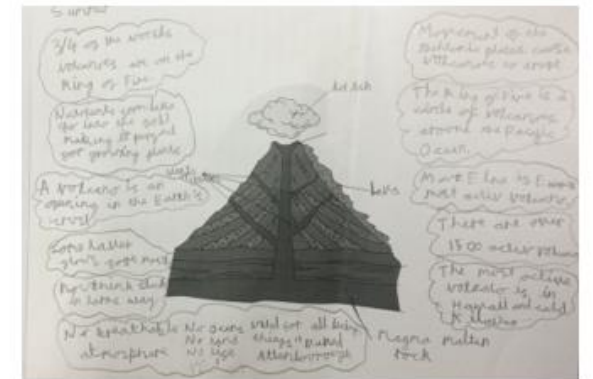
# PHYSICAL FEATURES – YARMOUTH – Y4



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

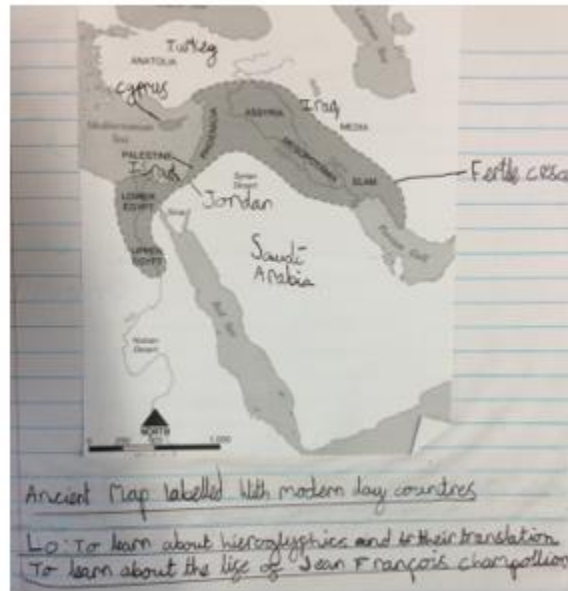


Physical geography, including climate zones, volcanoes,

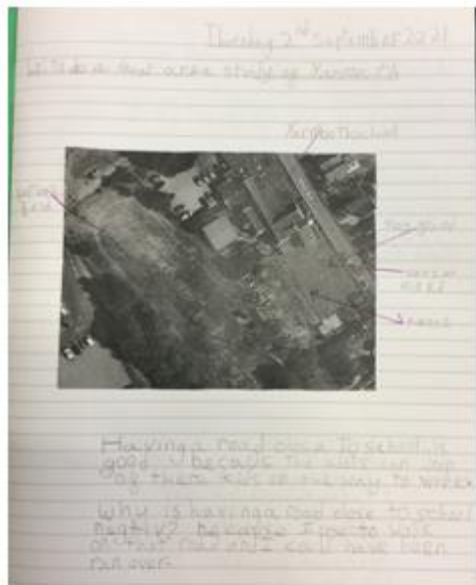




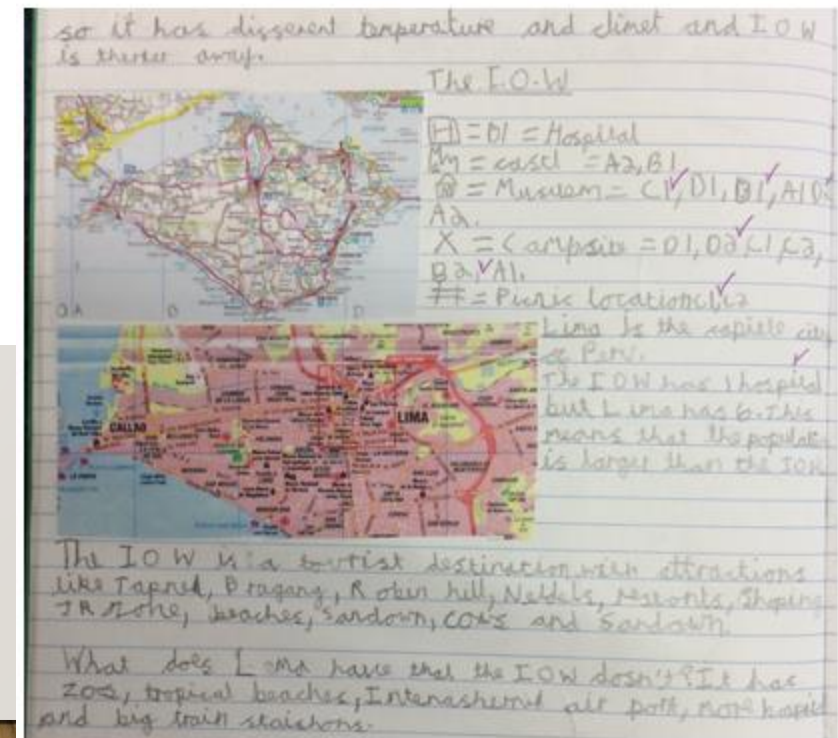
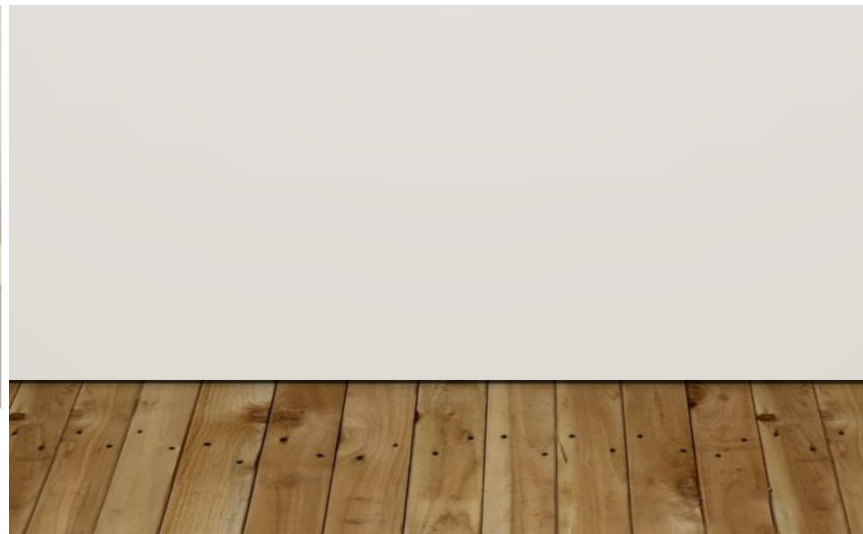
# GEOGRAPHICAL SKILLS – YARMOUTH – Y4



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

A day in the life of a tribal child

I get up at dawn as the sun comes up.  
For breakfast I have ginkgo bread dipped in pepper sauce and an avocado.  
I go to the river to wash. I go to school in the central part for two hours a day to learn how to speak my own and other languages so that I can speak to people outside the forest. Then I swim for a little bit, or climb trees, before I have to go help mum with the chores, collecting wood and water. It's very hard work.  
I find my own food for lunch. Mum and dad have told me which plants and animals are good food and which can make me ill. Nuts and caterpillars are my favourite!  
Sometimes I go hunting to help catch monkeys and wild pigs with bows and arrows. Sometimes we fish in the river with spears. It's very difficult!  
In the evening we eat what we have caught during the day. Sometimes we have a huge feast. Sometimes, when we don't catch much food, we get hungry.  
Sometimes we have a story about the forest, maybe even some singing and dancing. Sometimes we paint our faces using dyes we have made from plant juice, or put parrot feathers in our hair.

Today 8. October 2021

1) To examine the tribes native to the rainforest

2) How do you wash your clothes?

3) Where do you bath?

4) Do you have any pets?

5) How do you raise your children?

4-A

Teenage women of the village are often candidates for marriage. They usually select partners who are

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

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

Coverage

[Yarmouth\Year 5\Geography covered.docx](#)

# LOCATIONAL KNOWLEDGE – YARMOUTH – Y5

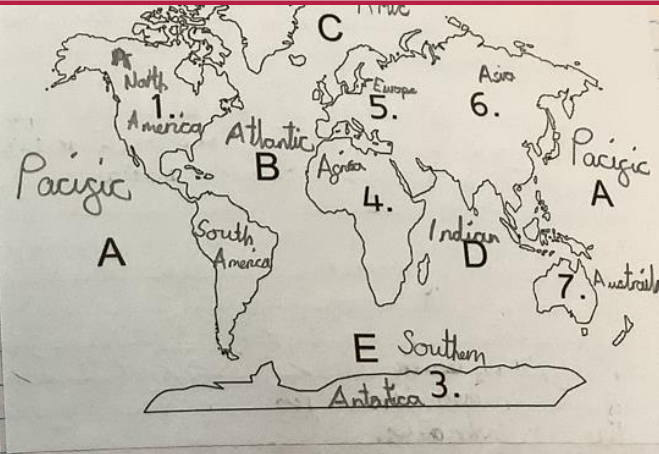
Third planet from the sun

Earth's axis tilt roughly  
23 degrees

Fact about  
the Earth

Atmosphere is made up  
of 78% nitrogen 21% oxygen  
and 1% other gases.

365 days in a year, twelve  
months and four seasons.



1) North America

2) South America

3) Antarctica

4) Africa

5) Europe

6) Asia

7) Australia

A) Pacific

B) Atlantic

C) Arctic

D) Indian

E) Southern



# PLACE KNOWLEDGE – YARMOUTH – Y5

Wednesday 1st December  
 Q: To consider why people migrate to the UK/USA  
 Migrate - To move from one place to another.  
 Do you like living in the Town?  
 1. I love  
 2. No more  
 3. My house  
 4. The amazing countryside.  
 I would change  
 1. More Aldi  
 2. Less Lidl's  
 3. more nice cars  
 The age group that most commonly migrate to the UK are between 50 and 64.  
 The most common ethnic group to migrate to the USA are Mexicans.

Tuesday 30th November 2021  
 To be able to identify positives and negatives of tourism on the Isle of Wight.  
 Positives of Tourism  
 More Money  
 Happy people  
 Expenditure to attractions  
 Increase in jobs  
 Charity donations  
 Returning to the island  
 New attractions  
 Negatives of Tourism  
 Too many people  
 Longer queues  
 Packed beaches  
 Pollution  
 Increase in building  
 Spread of disease/illnesses  
 Seasonal jobs

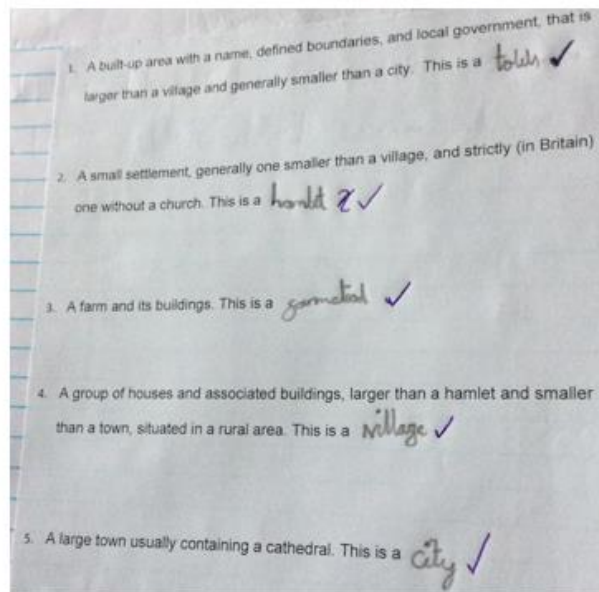
Monday 30th Nov 2021  
 To be able to identify positives and negatives of tourism on the Isle of Wight.  
 Positives of Tourism  
 More Money  
 Happy people  
 Expenditure to attractions  
 Increase in jobs  
 Charity donations  
 Returning to the island  
 New attractions  
 Negatives of Tourism  
 Too many people  
 Longer queues  
 Packed beaches  
 Pollution  
 Increase in building  
 Spread of disease/illnesses  
 Seasonal jobs

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 Increase in jobs  
 Charity donations  
 Returning to the island  
 New attractions  
 Negatives of Tourism  
 Too many people  
 Longer queues  
 Packed beaches  
 Pollution  
 Increase in building  
 Spread of disease/illnesses  
 Seasonal jobs

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



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



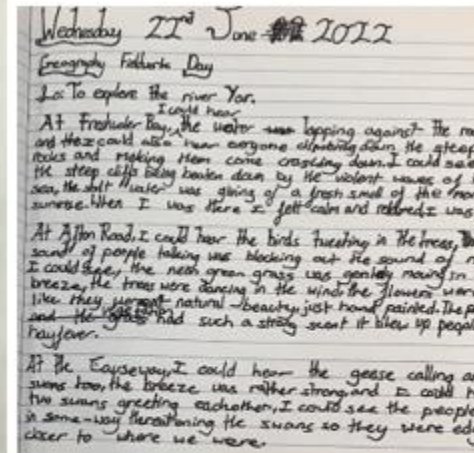
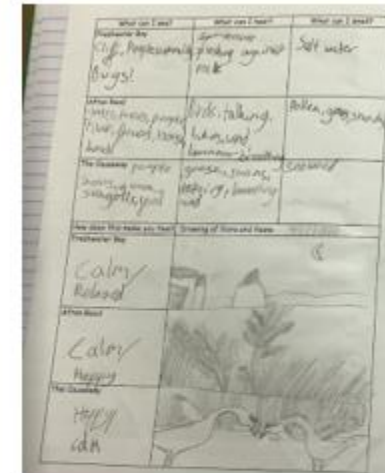
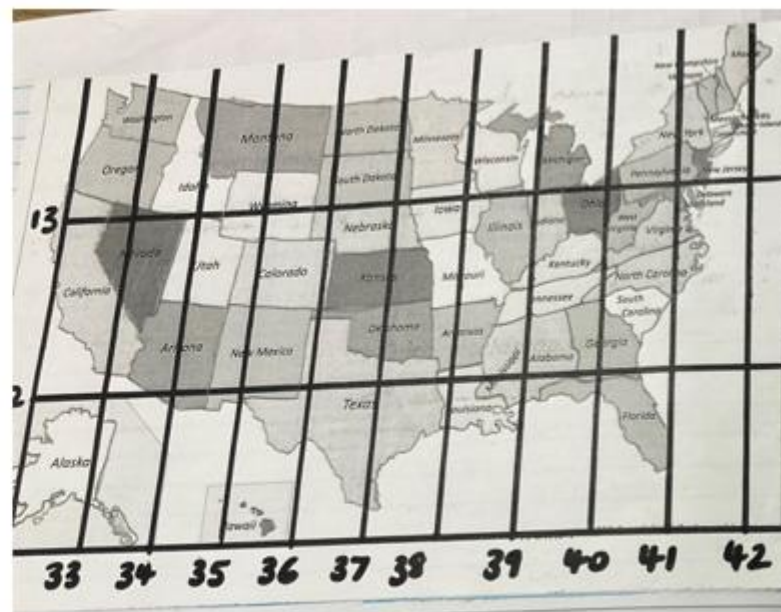
# PHYSICAL FEATURES – YARMOUTH – Y5

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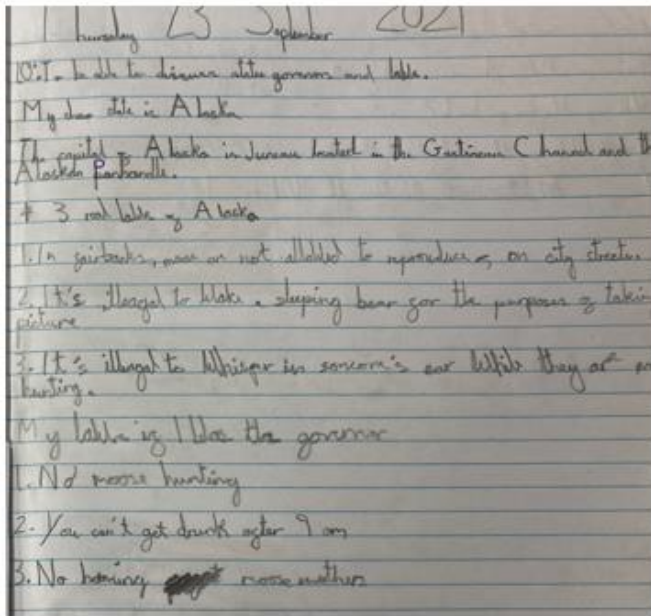
# GEOGRAPHICAL SKILLS – YARMOUTH – Y5



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 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

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

Coverage

[Yarmouth\Year 6\Geography covered.docx](#)



# LOCATIONAL KNOWLEDGE – YARMOUTH – Y6

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

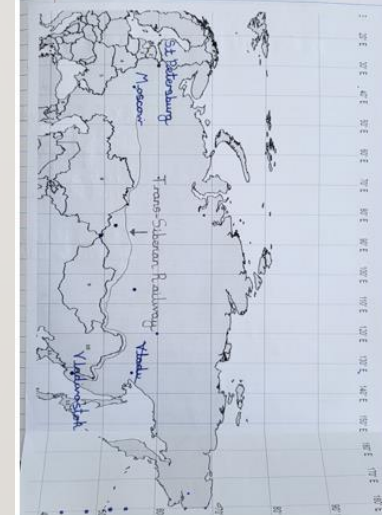
<b>Coordinates</b>	<b>Country</b>
18°N:89°W	Belize ✓ Jamaica ✓ Mexico ✓
13°N:85°W	Nicaragua ✓
15°N:90°W	Guatemala ✓
14°N:89°W	El Salvador ✓
15°N:87°W	Honduras ✓
20°N:90°W	Mexico ✓

FT think the <sup>most effective</sup> nation is  
it because ~~no~~ one  
travel anywhere  
there and they  
have to work  
GR. ~~any~~ people work is  
less away and compare  
led to Peter will rise  
Money.

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

- Czech Republic ✓
- Slovakia ✓
- Hungary ✓
- Romania ✓
- Bulgaria ✓
- ~~Cyprus~~
- Slovenia ✓
- Portugal ✓
- Netherlands ✓
- Belgium ✓
- Turkey ✓
- Bulgaria ✓
- ~~Slovakia~~
- Albania
- Croatia
- Greece
- Iceland
- Luxembourg
- Malta

L.Q. To understand the scale of Russia's land mass



### Bordering countries

	DISCOVERING DIFFERENT TIMEZONES		
	Coordinates	City	Current Time
1 Finland ✓	60°N, 25°E	Magadan	10:15
2 Estonia ✓	57°N, 20°E	Ulan-Ule	6:15
3 Latvia ✓	60°N, 40°E	Khandy-Manaysh	4:11
4 Belarus ✓	60°N, 35°E	Yakutsk	9:11
5 Ukraine ✓	65°N, 15°E	Anadyr	12:11
6 Georgia ✓	68°N, 80°E	Norilsk	6:11
7 Azerbaijan ✓	51°N, 48°E	Saratov	2:11
8 Kazakhstan ✓	68°N, 130°E	Vladivostok	9:11
9 Mongolia ✓	53°N, 83°E	Omsk	5:11
10 China ✓			
11 North Korea ✓			
12 Japan ✓			
* Irkutsk	7:15		

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

**Task:** Select the correct word to complete the paragraph. Use a circle to show which answer must be the correct one.

Russia is located between 50°S, 50°N and 75°N of the Equator, so closer to the North, South Pole. Which means that the Sun's rays hit Russia at an angle, straight on, therefore the sunlight is spread over a smaller, larger surface area. This means the Sun's rays are less, more concentrated, as we move to higher latitudes within Russia the temperatures will become higher, lower. This is why the tundra is found further north, south of the taiga forest.

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



# PLACE KNOWLEDGE – YARMOUTH – Y6

How does tourism at Yarmouth at two different points in the year (winter)

Ferry Data

To Yarmouth  
27 cars


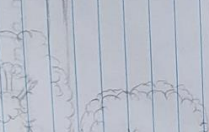


To Lynton  
8 cars

Wightlink

The difference between the figures in the summer and winter says less people came to Yarmouth in the winter and less people left Yarmouth as well.

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

Exploring the impacts of tourism on a local area.

	<p><b>Emergent layer</b> - This layer gets the most sunlight and the most rain and is much more windy. The tallest trees can grow up to 70m.</p>	<p><b>Animals:</b> Scarlet macaw, Harpy eagle, Capuchin monkey, Canary-winged parakeet, Morpho butterfly and Squirrel monkey.</p>
	<p><b>Canopy</b> - Made of thick branches and leaves, is sunny and wet with a breeze and more wildlife lives here than any other layer.</p>	<p><b>Animals:</b> Two-toed sloth, Howler monkey, Emerald tree boa, Green iguana, Toco toucan.</p>
	<p><b>Understory</b> - This is warm, damp and sheltered. Trees, plants and bushes provide cover for animals.</p>	<p><b>Animals:</b> Jaguar, Golden tree boa, Red-eyed tree frog, Postman butterfly, Greater bulldog bat, Sparkling violetear, Praying mantis.</p>
	<p><b>Forest floor</b> - This is damp and dark and dead leaves fall on the floor which provides food for insects.</p>	<p><b>Animals:</b> Giant anteater, Click beetle, Burrowing worm, Leaf-cutter ant, Giant centipede, Goliath bird-eater and Hercules beetle.</p>

Densely populated cities	Sparsely populated cities
Moscow	Yakutsk
Nizhny Novgorod	Yagadan
Khabarovsk	Norilsk
Rostov-on-don	Chersky
Krasnodar	Khatanga
Szran	Chersky
Volgograd	Chersky
Chelyabinsk	Chersky

By comparing the UK with Russia I have recognised the following. As Russia's tundra and taiga forest is closer to the north pole, the temperature is a lot colder and the lowest temperate there is in the mires ( $-35^{\circ}\text{C}$ ) and here it is not ( $7^{\circ}\text{C}$ ). I also noticed that there is a lot more precipitation in the UK as in the tundra it's so cold the rain isn't common as it becomes snow.

[illegible]

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.

Things that would affect where we would want to live

- Safety
- Living conditions
- Variation of land types
- Shops (essential)
- Attractions/shops
- Able/unable to grow crops
- Daylight hours
- Food/water source
- Climate/preme to extreme weather
- Schools
- Space
- Internet
- Modern technology
- Hygiene
- Transport
- Will be
- I & people you know live near you



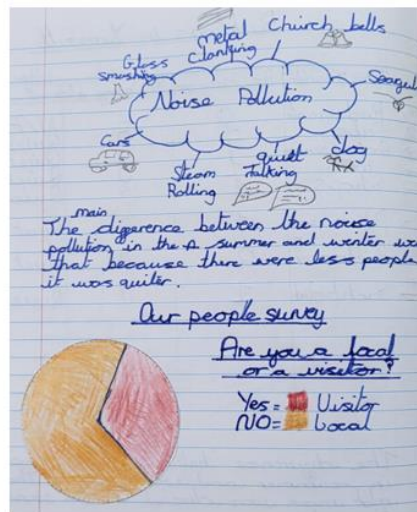


# HUMAN FEATURES – YARMOUTH – Y6

Buildings in Yarmouth

Type of building	How many open	How many closed	How busy
Restaurants	0	N/A	Quiet
Pubs	1	1	Quiet
Coffee / bakery	1	1	Quiet
Shops	4	15	Quiet
Pharmacy	1	0	Quiet
Hairdresser	2	0	Quiet
Yacht club	1	0	Quiet

The difference between the shops in summer and winter was that not more were closed in the winter than the summer.



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

Tundra

Characteristics - It's very cold, it's dry and doesn't get much rain, the tundra is around -18 degrees F.

Seasons - It has a very long winter and a short summer. In the winter temperatures can reach -60 degrees F. The winter is 8 months long.

Permafrost - A layer of ground that stays frozen all year round. Stops plants from growing as they need deep roots.

Russian cities - Anadyr

Taiga forest

Characteristics - It has cold weather and can reach -60 degrees F. Very dry, plants don't have time to grow as short winter summer.

Main plant - Evergreen trees.

Russian cities - Yakutsk, Noyabrsk, Surgut.

Temperate grasslands (Steppe)

Characteristics - Wide land filled with low-growing plants, low amount of rain, steppe stretches over 4,000 miles of Asia.

Farming and food - Humans use this to grow wheat and corn or they use it for livestock.

Russian cities - Astrakhan, Elista

The Trans-Siberian Railway

GOLDEN EAGLE

It is the longest passenger train journey in the world. At a distance of 9,288 km.

The coldest part is - 62°C.

The journey from Moscow to Vladivostok goes through 8 time zones.

It takes 7 or 18 (12 to 1) days to complete a journey.

It has 876 stations.

It has 497 bridges, 151 tunnels, goes over 16 major rivers, 3 countries and 2 continents.

EXT - To travel first class it costs \$1,500.

The longest tunnel is 1 km long.

It took 60,000 workers to build it.

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;

Tourist Attractions

Yarmouth Castle  
People might visit here because it is a historical site, close to the sea and contains a gift shop.

Yarmouth Pier  
People might visit here as it offers amazing views and it's the longest all wooden bridge in the UK.

The river Yar  
People might visit here as it is a lovely walk containing amazing views.

Noise pollution

Birds  
Talking cars  
Footsteps  
Sea  
Doors  
Glasses and cutlery  
Fans

ANIMAL adaptations TO THE Taiga

Lots of birds that live in the Taiga, migrate to the south to avoid the cold winter.

Some animals burrow underground for hibernation in the winter seasons.

Other animals can change their fur colour, depending on the season.

Different animals of the Taiga still hold fat and fur to keep them warm in the winter.

Many animals have adapted large feet or hooves to help them move in the deep soft snow.

Some animals' fur is water-proof.

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

Coniferous trees adaptations to the taiga

1. Needles retain moisture and get rid of snow to survive.

2. They have a waxy coating that stops evaporation.

3. The needles are dark so they absorb the sun and the heat.

4. The branches droop allowing to shed snow.

5. The seeds are within protective cones so they will blow away and not grow.

6. The roots grow deep to be protected by the wind.

7. They have thick bark to protect from the wind.

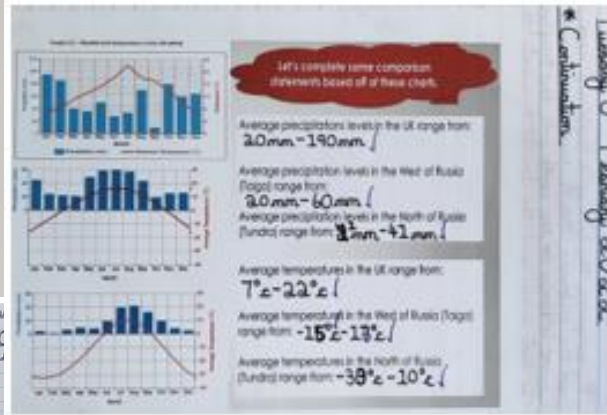
8. Flexible branches to cope with heavy snow.

9. The dense forest creates warmth in winter.

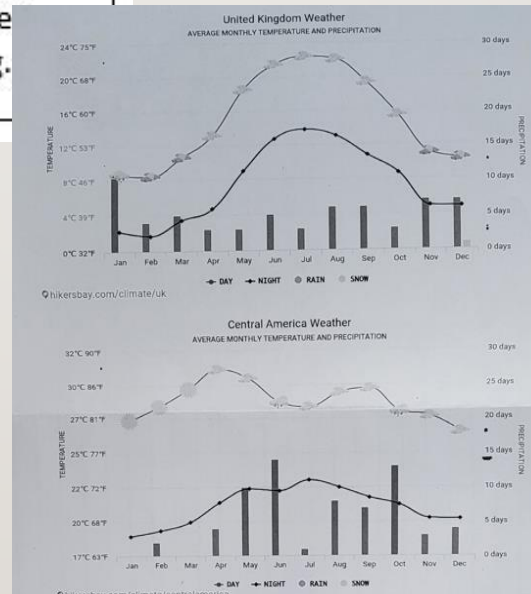
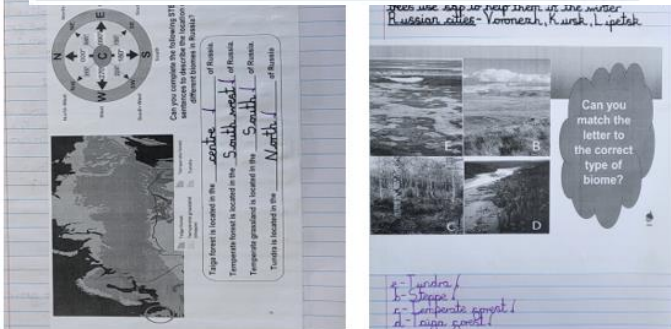
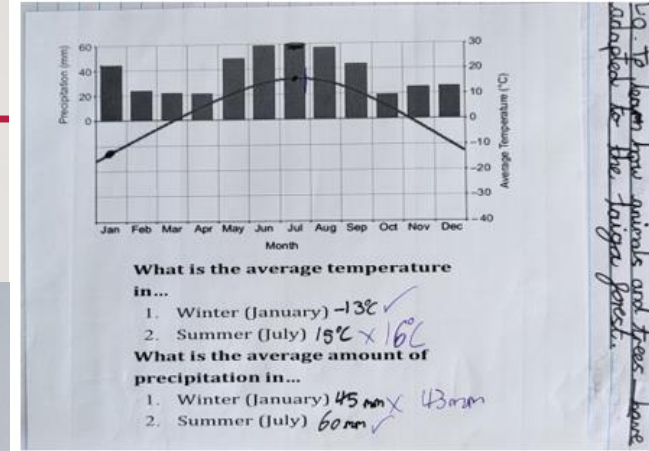
10. The trees have shallow roots to be more protective.



# PHYSICAL FEATURES – YARMOUTH – Y6

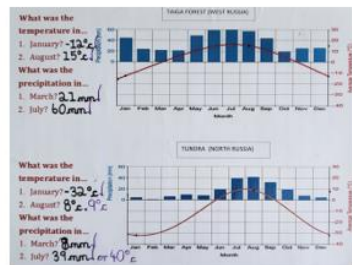
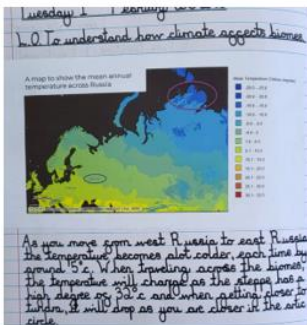


Deepening their understanding of the difference between physical and human geography, explaining the terminology of both aspects of geography and using the key vocabulary to demonstrate the knowledge and understanding.



- TRUE OR FALSE?
1. The wet season in the taiga is during the winter. **False** ✓
  2. The temperature range is 28°C. **True** ✓
  3. The wettest month is January. **False** ✓
  4. The driest month is March. **False** ✓
  5. Between November and March the ground is likely to be frozen. **True** ✓ (S/S)

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



## UNITED KINGDOM

In which month is it coldest in the UK and at what average temperature?  
Jan and Feb 8°C

In which month is it hottest in the UK and at what average temperature?  
July 22°C

In which month does it rain for the most days in the UK and for how many days?  
Jan and 10 days

In which month does it rain for the least days in the UK and for how many days?  
Apr May Jul Oct and 3 days

## CENTRAL AMERICA

In which month is it coldest in Central America and at what average temperature?  
Dec and 26°C

In which month is it hottest in Central America and at what average temperature?  
Apr and 31°C

In which month does it rain for the most days in Central America and for how many days?  
June and 14 days

In which month does it rain for the least days in Central America and for how many days?  
Feb and March 0 days

to learn how taiga forests are threatened






Russia has More forest cover than any other country in the world, 20% of the world's forest cover is in Russia. Deforestation is a threat to the taiga forest. Russia has the third highest rate of deforestation in the world, with 140,000 km² of forest lost in 2015.

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

# GEOGRAPHICAL SKILLS – YARMOUTH – Y6

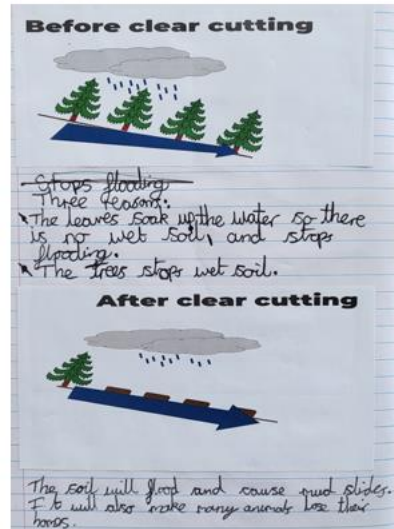
LO: To discuss Russia's invasion of Ukraine

Finding the countries of the Soviet Union	
Finland Estonia ✓	- 58°N, 25°E
Latvia ✓	- 57°N, 25°E
Lithuania ✓	- 55°N, 25°E
Belarus ✓	- 53°N, 26°E
Ukraine ✓	- 50°N, 30°E
Moldova ✓	- 47°N, 29°E
Russia (Georgia) ✓	- 43°N, 42°E
Armenia ✓	- 41°N, 45°E
Azerbaijan ✓	- 40°N, 48°E
Kazakhstan ✓	- 50°N, 70°E
Uzbekistan ✓	- 44°N, 60°E
Tajikistan ✓	- 42°N, 75°E
Turkmenistan ✓	- 40°N, 60°E
Iran Afghanistan ✓	- 38°N, 70°E
Russia ✓	- 60°N, 100°E

Picture	Reason for deforestation	Why is the deforestation needed?
	To build things. Wood.	To build houses for people and more room to live.
	Water/dams	Cut down trees to have room for water/dams.
	Oil and gas.	The trees will get in the way of the oil and to make roads.
	Paper	To use paper they will have to cut down trees because paper is from trees.
	Mining	They have to get rid of trees to mine for different materials.

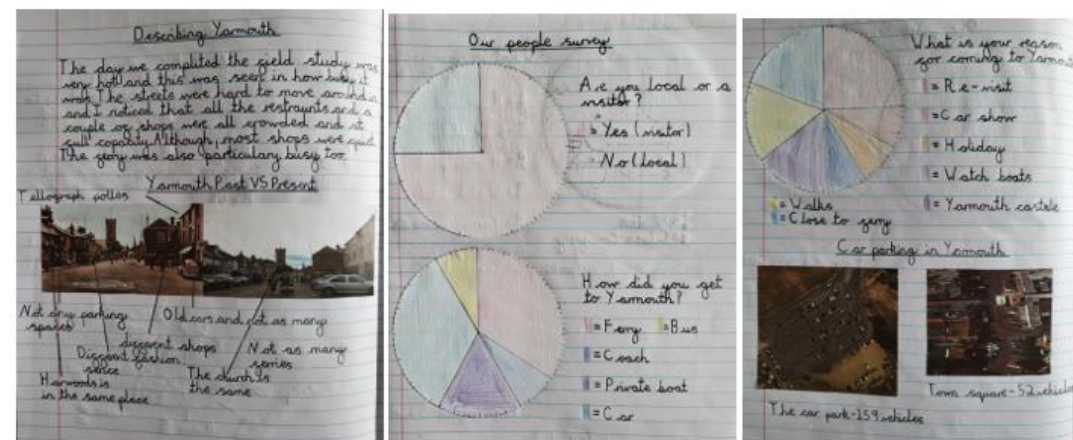
Children build on their map skills by communicating locations through grid references and coordinates.

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



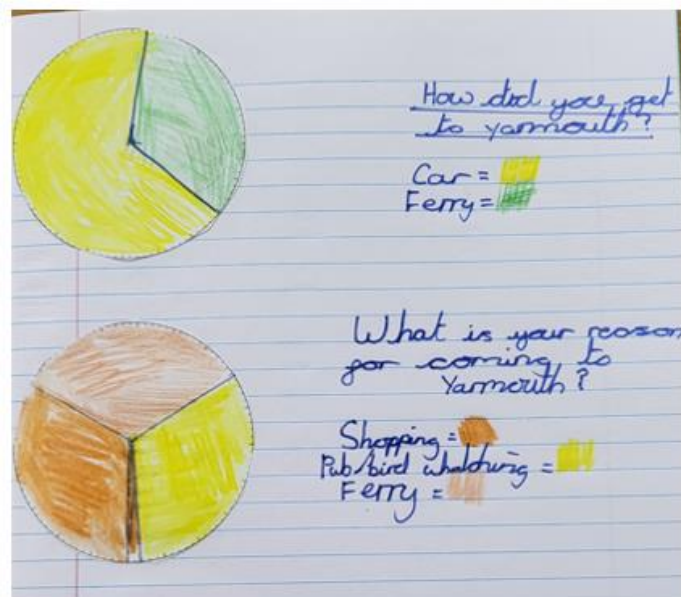


# FIELDWORK – YARMOUTH – Y



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,



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

I think the environmentalists point is best because ~~desperation~~ deforestation is bad and animals are losing their homes and it takes away our oxygen.

I don't agree with the CEO because they have other things for the economy.

Thursday, 31st March 2022

Lo. TO learn about mineral extraction in Russia.

Nickel is used for:

- Toasters,
- Electric ovens,
- Desalination plants,
- Armour plating,
- Boat's propeller shafts,
- Turbine blades,
- Batteries,
- Coins,
- Other metals to protect them,
- Converting pulsters,
- Vegetable oil,
- Colours glass green,
- Stainless steel.



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



# OUR IMPACT

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# ACTION PLAN

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# SUBJECT LEADER REPORT

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