GEOGRAPHY

AT SHALFLEET AND YARMOUTH CHURCH OF ENGLAND PRIMARY SCHOOLS

OUR INTENT

- We believe that Geography helps to provoke and provide answers to questions about the
 natural and human aspects of the world. Children are encouraged to develop a greater
 understanding and knowledge of the world, its interconnectedness and their place in it. Our
 Geography curriculum enables children to develop knowledge and skills that are transferable
 to other curriculum areas and which can and are used to promote their spiritual, moral, social
 and cultural development. Geography is, by nature, an investigative subject, which develops an
 understanding of concepts, knowledge and skills.
- We seek to inspire in children a curiosity and fascination about the world and its people
 which will remain with them for the rest of their lives, equipping them well for further
 education and beyond.

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

Our purpose is to educate children in an atmosphere of Christian love where all achieve the very best they can, Lifelong **Achievement** now and throughout their lives Relationships Determination Respect Curriculum Values We have strong partnerships and We are determined to do our very We show respect to others and the positive relationships best to achieve environment Valuing all children, High quality Coherent learning Strong working outcomes, deep learning is accessible to links and pathways partnerships learning an IIII Design principles to inspire & challenge Challenging. Opportunities for **Promotes** Broad, relevant and independence and engaging and memorable balanced. curiosity motivating experiences Local, Mainland, Global The curriculum as the entire planned learning experience Environment Lessons Topics Enrichment/Inspire Components Events/Trips Partnerships Clear understanding of cognition and learning - Good subject knowledge - Skilful instruction, coaching and facilitating -Teaching for Learning Flexible and responsive teaching strategies – Stimulating and well organised learning environments – Effective use of assessment - High expectations and productive interactions Sequences of learning that link key ideas in subject domains - rich connected learning journeys - clear progression of Approaches learning - flexible inclusion strategies to tackle educational disadvantage - social, moral, spiritual, cultural education CLL **PSED** Literacy Maths EAD EYFS/National UW Curriculum Eng Ma Soi A&D Comp D8.T Hist Geo Music MEL PSHE RIGHT PE **Positive** Appropriate learning Children Effective use of Target setting Successful Moderation Oral and written Dialogic talk Developing relationships understand assessment opportunities and review underpins. feedback that has and rich driving fallored Learning and meta-cognition understood by pupils how to be impact. questioning. standards learming interactions successful Systematic monitoring, action and review: Do design principles translate into an inspiring and challenging curriculum for all? Evidenced by... Teaching that is: Our curriculum Good behaviour. High achievement and Motivated teams & Confident, kind, engaging and positive attitudes impact can be outcomes for all across positive learning respectful, determined consistently good and high measured by.... the curriculum **culture** learners for all attendance



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)

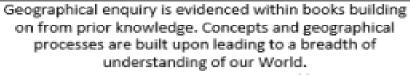
		Vision TC	or the rederation Learnii	ng Principies in Geograp	япу		
Coherent Learning	Strong Working	High Quality	Valuing All	Challenging,	Opportunities for	Promotes	Local,
Links and	Partnerships:	Outcomes/Deep	Children/Accessible	Engaging and	Memorable	Independence and	Mainland and
Pathways:		Learning: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



Reading through research opportunities

Progress



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.

Oral instructions Directional language

Coordinate reading

PROGRESSION OF SKILLS

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

GEOGRAPHY	EYFS Link	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Knowledge	Understanding the World	Locational Knowledge:	Revise and secure KS1 objectives.	Revise and secure LKS2 objectives.
_	_	Name and locate the world's seven continents and five oceans.	-	
	People and Communities:	Name, locate and identify characteristics of the four countries	Locational Knowledge:	Locational Knowledge:
	Children know about	and capital cities of the United Kingdom and its surrounding		
	similarities and differences	Seas.	Locate the world's countries, using maps to focus on Europe	Locate the Tropics of Cancer and Capricorn, Arctic and
	between themselves and		(including the location of Russia) and North and South America,	Antarctic Circle, the Prime/Greenwich Meridian and time
	others, and among families,	Place Knowledge: Understand geographical similarities and	concentrating on their environmental regions, key physical and	zones (including day and night).
	communities and traditions	differences through studying the human and physical	human characteristics, countries, and major cities.	
		geography of the Isle of Wight, and a small area of a contrasting		Place Knowledge:
	The World: Children know	non-European country.	Name and locate counties and cities of the United Kingdom,	Understand geographical similarities and differences through
	about similarities and differences in relation to	Human and Physical: Identify seasonal and daily weather	geographical regions and their identifying human and physical characteristics, key topographical features (including hills,	studying the human and physical geography of Hampshire or the Isle of Wight and in Year 5: A region of North America and
	places, objects, materials	patterns in the United Kingdom and the location of hot and cold	mountains, coasts and rivers), and land-use patterns; and	in Year 6: A region of Eastern Europe.
	and living things. They talk	areas of the world in relation to the Equator and the North and	understand how some of these aspects have changed over time.	Exploring the impacts of tourism on a local area.
	about the features of their	South Poles;	since state from some or crese espects here changes over time.	Exploring the hiperts of tourish on a local area.
	own immediate	Use basic geographical vocabulary to refer to:	Identify Globally significant places, terrestrial and marine	Human and Physical:
	environment and how	Key physical features, including: beach, cliff, coast, forest, hill,	environments.	
	environments might vary	mountain, sea, ocean, river, soil, valley, vegetation, season and		Physical geography, including climate zones, biomes and
	from one another. They	weather	Identify the position and significance of latitude, longitude,	vegetation belts, mountains and the water cycle.
	make observations of	Key human features, including city, town, village, factory, farm,	Equator, Northern Hemisphere, Southern Hemisphere	
	animals and plants and	house, office, port, harbour and shop.		Human geography, including: types of settlement and land
	explain why some things		Place Knowledge:	use, economic activity including trade links, and the
	occur and discuss changes.	Geographical skills and fieldwork:	Understand geographical similarities and differences through	distribution of natural resources including energy, food,
		Look at and use world maps, atlases and globes to identify the	studying the human and physical geography of Hampshire or the	minerals and water;
		United Kingdom and its countries, as well as the countries,	Isle of Wight and in Year 3: European region and in Year 4: A region	
		continents and oceans studied.	of South America.	Geographical skills and fieldwork:
		Use simple compass directions (North, South, East and West)	Uluman and Dhumbala	Una mana adiana adahar and diabat/anna dan manalanda
		and locational and directional language to describe the location of features and routes on a map.	Human and Physical: Physical geography, including climate zones, volcanoes, tornadoes,	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
		Use serial photographs and plan perspectives to recognise	tsunamis, earthquakes and the water cycle.	locate countries and describe reactives studied.
		landmarks and basic human and physical features; devise a	durantia, earlingueses and the water cycle.	Use the eight points of a compass, four and six-figure grid
		simple map; and use and construct basic symbols in a key.	Human geography, including: types of settlement and land use	references, symbols and key (including the use of Ordnance
		Use simple fieldwork and observational skills to study the		Survey maps) to build their knowledge of the United Kingdom
		geography of Yarmouth and Shalfleet Schools and the grounds including the key human and physical features of the	Geographical skills and fieldwork:	and the wider world
		surrounding environment.	Use maps, atlases, globes and digital/computer mapping to locate	Use fieldwork to observe, measure, record and present the
			countries and describe features studied.	human and physical features in the local area using a range of
			Begin to use the eight points of a compass, four and six-figure grid	methods, including sketch maps, plans and graphs, and digital
			references, symbols and key (including the use of Ordnance Survey	technologies.
			maps) to build their knowledge of the United Kingdom and the	
			wider world.	
			Use fieldwork to observe, measure, record and present the human	
			and physical features in the local area using a range of methods,	
			including sketch maps, plans and graphs, and digital technologies.	

Skills	Understanding the World	Locational Knowledge:	Locational Knowledge:	Locational Knowledge:
		Begin to look at and use World and regional maps, atlases and		
	People and Communities:	globes.	Building on KS1 knowledge of the UK, children begin to explore	Children use their knowledge of longitude, latitude,
	Children can use their	Google Earth.	more of the world, understand how the world has zones and the	coordinates and indexes to locate places focusing more on
	senses. Drawing and		significance of those zones. Locating places and features accurately	countries outside of Europe.
	discussion.	Place Knowledge:	on maps also becomes a focus.	-
		Use World and regional maps, atlases and globes.		Place Knowledge:
	The World: Using their	Google Earth.	Place Knowledge:	
	senses, exploring and	Identify similarities and draw comparisons based on the Human		Develop their analytical skills by comparing areas of the UK
	investigating their	and Physical features of the local and contrasting area.	Children develop vocabulary relating to physical and human	and outside of the UK. They have a deeper knowledge of
	immediate, environment		geographical features from KS1. They begin to develop the skills of	people, resources, natural environment. Children are now
	measuring, sorting and	Human and Physical:	comparing regions, by focusing on specific features. Children focus	conducting independent research asking and answering
	observing. Drawing and	Use World and regional maps, atlases and globes.	on comparing regions of the UK in depth and start to look at an	questions.
	discussion.	Google Earth.	area outside of the UK.	
		Using their senses, exploring and investigating their immediate,	L	Human and Physical:
	Fieldwork	environment measuring, sorting and observing. Drawing and	Human and Physical:	
	To book to contain and	discussion.	Children have a reconstruction of the of the office of the	Deepening their understanding of the difference between
	To begin to explore and	C	Children have a stronger understanding of the difference between physical and human geography. They use more precise vocabulary,	physical and human geography, explaining the terminology of
	answer simple questions. For example a litter survey	Geographical skills and fieldwork: Look at and use world maps, atlases and globes to identify the	explaining the processes of physical and human geography and	both aspects of geography and using the key vocabulary to
	and sketches of the local	associated studied areas.	their significance. They learn more about extreme weather, the	demonstrate their knowledge and understanding.
	area.	Use a compass to identify direction.	processes involved in the causes and effects of extreme weather,	Geographical Skills and Fieldwork:
		Begin to use locational and directional language to describe the	as well as beginning to understand the impact of humans on the	Geographical Skills and Freidwork.
		features and routes on a map.	earth.	Children build on their map skills by communicating locations
		Discuss basic human and physical features.	40.01	through grid references and coordinates. They also explain
		Devise a simple map including a basic key.	Geographical Skills and Fieldwork:	what makes a good map symbol and why. Children focus on
				observing and recording the changes of human features over
		Fieldwork	Build on prior skill to use maps, atlases, globes and	time.
		Begin to ask questions, come up with a range of methods to	digital/computer mapping to locate countries and describe	Use fieldwork to observe and present the human and physical
		answer the questions through planning fieldwork, collecting	features studied.	features in the local area using sketch maps, plans and digital
		field data, making basic judgement and conclusions. In the	To use symbols and simple keys (including the use of Ordnance	technologies.
		following areas Traffic, Litter, Land Use, Weather and	Survey maps).	
		Vegetation.	Continue to develop their knowledge of the United Kingdom and	Fieldwork
			the wider world.	
			Use fieldwork to observe and present the human and physical	Ask questions, come up with a range of methods to answer
			features in the local area using sketch maps, plans and digital	the questions through planning fieldwork, collecting field
			technologies.	data, making concise judgements and drawing conclusions
				that show an understanding of other processes. Exploring and
			Fieldwork	collecting fieldwork based on Erosion, rocks and soils,
			Control of the contro	vegetation and use of landscape.
			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.	
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ulary	Understanding the World	Locational Knowledge:	Locational Knowledge:	Locational Knowledge:
		United Kingdom, England, Scotland, Wales, Northern Ireland,	County, country, town, coast, physical features, human features,	Atlas, index, co-ordinates, latitude, longitude, contour,
	People and Communities:	town, city, village, sea, beach, hill, mountain, London, Belfast,	mountain, hill, river, sea, climate, tropics, tropical, of latitude,	altitude, peaks, slopes, continent, country, city, North
	Similarities, differences,	Cardiff, Edinburgh, capital city, world map, continent, ocean,	longitude, Equator, Northern Hemisphere, Southern Hemisphere,	America, South America, border, key, the Tropics of Cancer
	family, communities and	Europe, Africa, Asia, Australasia, North America, South America,	Arctic and Antarctic Circle.	and Capricorn.
	traditions.	Antarctica.		
			Place Knowledge:	Place Knowledge:
	The World: Similarities,	Place Knowledge:	Amazon rainforest, city, physical features, human features,	Latitude, Arctic Circle, physical features, climate, human
	differences, places, objects,	Country Name, Capital City, Population, Weather, Farming,	landscape, feature, population, land use, retail, leisure, housing,	geography, land use, settlement, economy, natural resources.
	materials, living things,	Culture, Rivers, Land use.	business, industrial, agricultural.	
	environment, observe and			
	changes.			
				Human and Physical:
		Human and Physical:	Human and Physical:	Environmental disaster, settlement, resources, services,
		Equator, North and South Poles, Beach, cliff, coast, forest, hill,	Mantle, outer core, inner core, magma, volcano, active, dormant,	goods, electricity, supply, generation, renewable, non-
		mountain, sea, ocean, river, soil, valley, vegetation, season,	extinct, earthquake, epicentre, shock wave, magnitude, tsunami,	renewable, solar power, wind power, biomass, origin, import,
		weather, city, town, village, factory, farm, house, office, port,	tornado, climate, tropics, deforestation, evaporation, water cycle,	export, trade, efficiency, conservation, carbon footprint, peak,
		harbour and shop	evaporation, condensation, precipitation, cooling, filter, pollution,	plateau, fold mountain, fault-block mountain, dome
			settlement, settler, site, need, shelter, food.	mountain, volcanic mountain, plateau mountain, tourism,
		Geographical skills and fieldwork:		positive, negative, economic, social, environmental.
		Compass, 4-point, direction, North, East, South, West, plan,	Geographical skills and fieldwork:	
		record, observe, aerial view, key, map, symbols, direction,	Sketch map, map, aerial view, feature, annotation, landmark,	Geographical skills and fieldwork:
		position, route, changes, tally chart, pictogram, simple bar	distance, key, symbol, land use, urban, rural, population,	Atlas, index, coordinates, latitude, longitude, key, symbol,
		charts, world map, country, continent, human, physical.	coordinates. Agriculture, nuclear, linear, settlement, hydrology,	Ordnance Survey, Silva compass, legend, borders, fieldwork,
			flow, meander, ox-bow lake, riverbed and flow gauge.	measure, observe, record, map, sketch, graph, Land Use,
				settlement, stag, erosion, cave, biome, vegetation, flora,
				fauna, metamorphic, igneous and sedimentary, fossil, trace
				fossil.

Vocabul

Resources =	Understanding the World	Locational Knowledge:	Locational Knowledge:	Locational Knowledge:
Including		World, Regional and Local maps, Google Earth, Internet,	World, Regional and Local maps, Google Earth, Internet, Atlases,	World, Regional and Local maps, Google Earth, Internet,
link to	Non-fiction texts, website,	Atlases, range of Literature, visits and visitors.	range of Literature, visits and visitors.	Atlases, range of Literature, visits and visitors.
Reading	tuff trays, local	Library (School, council and educational).	Library (School, council and educational).	Library (School, council and educational).
	environment (School			
	grounds, Copse, local			
	beaches and areas of local	Place Knowledge:	Place Knowledger	Place Knowledge:
	interest).	World, Regional and Local maps, Google Earth, Internet,	World, Regional and Local maps, Google Earth, Internet, Atlases,	World, Regional and Local maps, Google Earth, Internet,
		Atlases, range of Literature, visits and visitors.	range of Literature, visits and visitors.	Atlases, range of Literature, visits and visitors.
	Visitors.	Library (School, council and educational).	Library (School, council and educational).	Library (School, council and educational).
	Library (School, council and	Human and Physical:	Human and Physical:	Human and Physical:
	educational).	World, Regional and Local maps, Google Earth, Aerial	World, Regional and Local maps, Google Earth, Aerial photographs,	World, Regional and Local maps, Google Earth, Aerial
		photographs, Internet.	Internet.	photographs, Internet.
	Science resources.	Library (School, council and educational).	Library (School, council and educational).	Library (School, council and educational).
		Geographical skills and fieldwork:	Geographical skills and fieldwork:	Geographical skills and fieldwork:
		World, Regional and Local maps, Google Earth, Internet,	World, Regional and Local maps, Google Earth, Internet, Atlases,	World, Regional and Local maps, Google Earth, Internet,
		Atlases, range of Literature, visits and visitors.	range of Literature, visits and visitors.	Atlases, range of Literature, visits and visitors.
		Compasses, Litter Quadrant, Rain gauge, Clipboards, a range of	Compasses, Sun dial, Rain gauge, Clipboards, a range of recording	Compasses, clipboards, a range of recording devices to
		recording devices.	devices to measure a range of variables.	measure a range of variables.
		Library (School, council and educational).	Library (School, council and educational).	Meteorological recording device.
				Library (School, council and educational).

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

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

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

EYFS curriculum linking to Geography

Listening and Attention and Understanding

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

Speaking

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

Understanding the Word

People, Culture and Communities:

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

The Natural World:

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their
 experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states
 of matter.

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

OVERVIEW OF TEACHING

Year 1

Autumn

Geography of the school

Make a simple map

Use a simple key

Label and use NSEW

Physical and human features of the IOW

Collect data about how much traffic passes the school

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

Place Knowledge

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

Human and Physical:

Use World and regional maps, atlases and globes. Google Earth.

Using their senses, exploring and investigating their immediate, environment measuring, sorting and observing. Drawing and discussion.

Geographical skills and fieldwork:

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

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.

Geographical skills and fieldwork

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

Use a compass to identify direction.

Begin to use locational and directional language to describe the features and routes on a map.

Discuss basic human and physical features.

Devise a simple map including a basic key.

Fieldwork

Begin to ask questions, come up with a range of methods to answer the questions through planning fieldwork, collecting field data, making basic judgement and conclusions. In the following areas Traffic, Litter, Land Use, Weather and Vegetation.

Spring

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; 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;

Summer

Locational Knowledge:

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

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

Geographical Skills and Fieldwork

Explore oceans of the world using maps and globes.

Locational Knowledge:

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

Google Earth.

Place Knowledge:

Use World and regional maps, atlases and globes. Google Earth.

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

Use basic geographical vocabulary to refer to:

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

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

Geographical skills and fieldwork:

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

Human and Physical:

Use World and regional maps, atlases and globes. Google Earth.

Using their senses, exploring and investigating their immediate, environment measuring, sorting and observing. Drawing and discussion.

Year 2

Autumn

TOUR OF BRITAIN RACE SEPT 22

Locational Knowledge:

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

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

Look at and use world maps, atlases and globes.
World, Regional and Local Maps, Google Earth, Internet,
Atlases, range of literature, visits and visitors.
Locate the Isle of Wight and then significant countries
on a map/atlas. Where and how big is the Isle of Wight
Use basic geographical vocabulary to refer to:
Key physical features, including: beach, cliff, coast,

forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather Key human features, including city, town, village,

Key human features, including city, town, village, factory, farm, house, office, port, harbour and shop Geographical skills and fieldwork:

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

Use simple 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.

Skills- Locational knowledge

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

Google Earth.

Skills- Place Knowledge

Using their senses, exploring and investigating their immediate, environment measuring, sorting and observing. Drawing and discussion.

Geographical skills and fieldwork:

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

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

Spring

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. — India-link to Queen Victoria 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; Isle of Wight weather compare to the rest of the UK. Then compare the weather on the Island and in India Geographical skills and fieldwork: Ongoing strand throughout Geography. Compare other parts of the world to Shalfleet school and the grounds and the surrounding environment.

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.

Summer |

Geographical Skills and Fieldwork

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.

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 and fieldwork:

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.

Geographical skills and fieldwork: Ongoing strand throughout Geography. Compare other parts of the world to Shalfleet school and the grounds and the surrounding environment.

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.

Begin to use locational and directional language to describe the features and routes on a map. Discuss basic human and physical features.

Devise a simple map including a basic key.

Fieldwork

Begin to ask questions, come up with a range of methods to answer the questions through planning fieldwork, collecting field data, making basic judgement and conclusions. In the following areas Traffic, Litter, Land Use, Weather and Vegetation.

Carnivals from around the World- linking to physical and human features- compare to Shalfleet/IOW

Year 3	Autumn 1 Local area study Snap shot study of the school site. Snap shot study of local area. Exploration of local land use Identify human and physical Geography	Autumn 2 LocationI knowledge, Geographical Skills & Human and Physical Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere 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 Understand geographical similarities and differences through studying the human and physical geography of Hampshire or the Isle of Wight and the Mediterranean Human and Physical Compare human and physical aspects of both. Human geography, look at types of settlement and land use Physical geography, including climate zones, terrain and fauna and flora	Spring 2 Fieldwork 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. Through exploring litter, physical features and traffic.	Geographical skills and Locational knowledge 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. Human and Physical Study of Natural disasters in the Mediterranean to include volcanoes, earthquakes, tsunamic and	Summer 2 Geographical Skills and Fieldwork Use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies through an Investigation of Fort Victoria and Yarmouth
					include volcanoes,	

Autumn

Year 4

Ancient Egyptians

Knowledge

Locational Knowledge:

- -Locate the world's countries, using maps concentrating on their environmental regions, key physical and human characteristics, and major cities.
- -Identify Globally significant places, terrestrial and marine environments.
 - Human and Physical:
- -Human geography, including: types of settlement and land use

Skills

- Locational Knowledge:
- -Locating places and features accurately on maps is a focus.
 - Human and Physical:
- -Children have a stronger understanding of the difference between physical and human geography.

Geographical Skills and Fieldwork:

- -Build on prior skill to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- -Continue to develop their knowledge of the wider world.

Fieldwork

Continue to ask questions, come up with a range of methods to answer the questions through planning fieldwork, collecting field data, making judgement and drawing conclusions. Exploring and collecting fieldwork based on Rivers – compare use of River Yar with the Nile.

Spring

Romans

Knowledge Locational Knowledge:

- -Locate the world's countries, using maps to focus on concentrating on their key physical and human characteristics, countries, and major cities.
 -Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and
 - Human and Physical: Human geography, including: types of settlement and land use

land-use patterns; and understand how some of these

Skills

- Locational <u>Knowledge:</u> Locating places and features accurately on maps is a focus.
- Human and Physical:

aspects have changed over time.

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

Geographical Skills and Fieldwork:

- -Build on prior skill to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- Continue to develop their knowledge of the United Kingdom.
- -Use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies.

Fieldwork

-Continue to ask questions, come up with a range of methods to answer the questions through planning fieldwork, collecting field data, making judgement and drawing conclusions. Exploring and collecting fieldwork based on Local Settlements and agriculture – compare to Roman settlements.

Summer

South America

Knowledge

- Locational Knowledge: -Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.
- -Identify Globally significant places, terrestrial and marine environments.

Place Knowledge: Understand geographical similarities and differences through studying the human and physical geography of Hampshire or the Isle of Wight and in Year 3: European region and in Year 4: A region of South America.

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

-Human geography, including: types of settlement and land use

Skills - Place Knowledge: Children develop vocabulary relating to physical and human geographical features from KS1. They begin to develop the skills of comparing regions, by focusing on specific features.

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

Geographical Skills and Fieldwork:

- -Build on prior skill to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- -Continue to develop their knowledge of the United Kingdom and the wider world.

Fieldwork

Continue to ask questions, come up with a range of methods to answer the questions through planning fieldwork, collecting field data, making judgement and drawing conclusions. Exploring and collecting fieldwork based on Weather – compare climate of South America to weather patterns in UK.

	Autumn
Year 5	Locational Knowledge: -Locate the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).
	Geographical Skills and Fieldwork: -Children build on their map skills by communicating locations through grid references and coordinates. They also explain what makes a good map symbol and why. Children focus on observing and recording the changes of human features over time e.g. using pictures from space. -Children use their knowledge of longitude, latitude, coordinates and indexes to locate places focusing more on countries outside of Europe. -Use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies.
	Human and Physical: -Deepening their understanding of the difference between physical and human geography, explaining the terminology of both aspects of geography and using the key vocabulary to demonstrate their knowledge and understanding.

Spring

Linked to Invaders

rural, farms, tourist -

Geographical skills and fieldwork: -Use maps, atlases, globes and

digital/computer mapping to locate countries and describe features studied. Place Knowledge Understand geographical similarities and differences through studying the human and physical geography of the Isle of Wight and

USA. See LR for local area pictures-urban,

<u>Summer</u>

USA

Place Knowledge

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

-Develop their analytical skills by comparing areas of the Isle of Wight and the USA. They have a deeper knowledge of people, resources, natural environment. Children will conduct independent research asking and answering questions.

Human and Physical

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) and

Physical geography including: (climate zones, biomes and vegetation belts, **mountains** and the water cycle) of the Isle of Wight and the USA.

Geographical Skills and Fieldwork

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

 Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the Isle of Wight and the states of USA.

	Autumn	Spring	Summer
	Human and Physical 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;	Including field trips based on island studies Place Knowledge: Understand geographical similarities and differences through studying the human and physical geography of A regions around the world.	Locational Knowledge: Locate the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). Human and Physical:
Year 6	Geographical skills and fieldwork 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. Place Knowledge: They have a deeper knowledge of people, resources, natural environment. Children are now conducting independent research asking and answering questions. Human and Physical: Deepening their understanding of the difference between physical and human geography, explaining the terminology of both aspects of geography and using the key vocabulary to demonstrate their knowledge and understanding. Geographical Skills and Fieldwork: Children focus on observing and recording the changes of human features over time. Use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies. Fieldwork Ask questions, come up with a range of methods to answer the questions through planning fieldwork, collecting field data, making concise judgements and drawing conclusions that show an understanding of other processes. Exploring and collecting fieldwork based on Erosion, rocks and soils, vegetation and use of landscape.	Human and Physical: Physical geography, including climate zones, biomes and vegetation belts, mountains and the water cycle. Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water; Geographical skills and fieldwork: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of 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. Locational Knowledge: Children use their knowledge of longitude, latitude, coordinates and indexes to locate places focusing more on countries outside of Europe. Place Knowledge: Develop their analytical skills by comparing areas of the UK and outside of the UK. They have a deeper knowledge of people, resources, natural environment. Children are now conducting independent research asking and answering questions. Human and Physical: Deepening their understanding of the difference between physical and human geography, explaining the terminology of both aspects of geography and using the key vocabulary to demonstrate their knowledge and understanding. Geographical Skills and Fieldwork:	Physical geography, including climate zones, biomes and vegetation belts, mountains and the water cycle. Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water; Geographical skills and fieldwork: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of 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. Locational Knowledge: Children use their knowledge of longitude, latitude, coordinates and indexes to locate places focusing more on countries outside of Europe. Place Knowledge: Develop their analytical skills by comparing areas of the UK and outside of the UK. They have a deeper knowledge of people, resources, natural environment. Children are now conducting independent research asking and answering questions. Human and Physical: Deepening their understanding of the difference between physical and human geography, explaining the terminology of both aspects of geography and using the key vocabulary to demonstrate their knowledge and understanding. Geographical Skills and Fieldwork:
	I		<u> </u>
		Children build on their map skills by communicating locations through grid references and coordinates. They also explain what makes a good map symbol and why. Children focus on observing and recording the changes of human features over time. Use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies. Fieldwork Ask questions, come up with a range of methods to answer the questions through planning fieldwork, collecting field data, making concise judgements and drawing conclusions that show an understanding of other	Children build on their map skills by communicating locations through grid references and coordinates. They also explain what makes a good map symbol and why. Children focus on observing and recording the changes of human features over time. Use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies. Fieldwork Ask questions, come up with a range of methods to answer the questions through planning fieldwork,

processes. Exploring and collecting fieldwork based on

Erosion, rocks and soils, vegetation and use of landscape.

drawing conclusions that show an understanding of

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

landscape.

OUR IMPLEMENTATION

<u>Autumn term planning</u>
 <u>https://drive.google.com/drive/folders/16VUjTuCVOAMiTZIRPItUjmBhAKIqImf9</u>

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

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

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

EYFS curriculum linking to Geography

Listening and Attention and Understanding

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

Speaking

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

Understanding the Word

People, Culture and Communities:

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

The Natural World:

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their
 experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states
 of matter.













Child Led Learning links to Geography

- A pupil returned from a cruise in the Caribbean. When she spoke to the class about her holiday, we
 took the opportunity to use a world map on the interactive whiteboard to track her holiday from The
 Isle of Wight, Miami and The Caribbean.
- A pupil was fascinated with Sonic the Hedgehog but one day asked if he could learn more about real
 hedgehogs. We used this as an opportunity to learn more about hedgehogs from the internet,
 stories and non-fiction books. Children were introduced to new vocabulary including hibernation,
 nocturnal, spines, skirt-muscle (how a hedgehog rolls into a ball etc)

Using the Location of School and spontaneous observations

- When the children arrived at school we noticed how loud the geese on the River Yar were being. In previous days we had observed groups of geese flying in formation over the EYFS garden. We used videos and books to learn more about what the geese were doing at this time of year, taking opportunities to introduce new vocabulary to children e.g. migration, gaggle (to describe the geese), warm / cold climate, season.
- At playtime the children noticed mushrooms were growing on the field. This gave us an opportunity
 to discuss that different plants like different growing conditions and fungi like the moisture provided
 by all our rain currently. It also allowed us to discuss safety around picking plants/berries/fungi which
 may be poisonous.

Geography/History write up - Walk around Yarmouth 1/12/22

The children followed a map from school to the post box to post their letters to Santa. Along the way we took the opportunity to explore features of buildings and local landmarks. E.g. we discussed how what a building is made of can help us to detect its age. We looked for numbers in buildings which show when a building was made. We also looked at features of doors and windows as a way of indicating new and old buildings as well as looking at features such as stained glass windows and the carvings and gargoyles on the old church building which is now a family home.

We took time to listen to some history about the town – why the church had additional height added to its stump tower.

The children looked at landmarks on the map and used positional language to describe where we had to go next.































GEOGRAPHY IN YEAR I - SHALFLEET

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

LOCATIONAL KNOWLEDGE - SHALFLEET - YI

PLACE KNOWLEDGE - SHALFLEET - YI

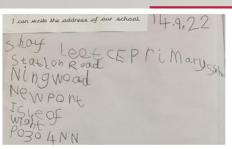
HUMAN FEATURES - SHALFLEET - YI

PHYSICAL FEATURES - SHALFLEET - YI



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

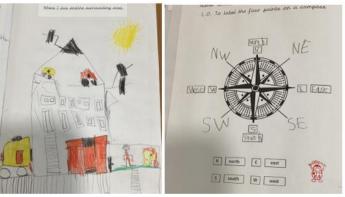
GEOGRAPHICAL SKILLS - SHALFLEET - YI

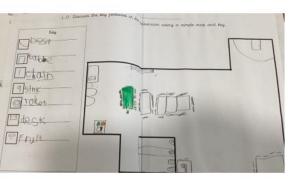


Use a compass to identify direction.

Begin to use locational and

Begin to use locational and directional language to describe the features and routes on a map.





FIELDWORK - SHALFLEET - YI



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.

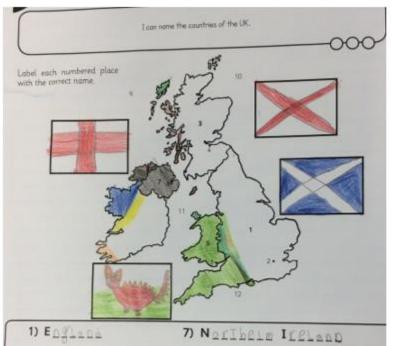
Item	Tally
Tin Cans	111
Crusp wrappers .	11
Paper	11111
Plastic	11111
netting	111
,	
V - 1	

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.

GEOGRAPHY IN YEAR 2 - SHALFLEET

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

LOCATIONAL KNOWLEDGE – SHALFLEET – Y2

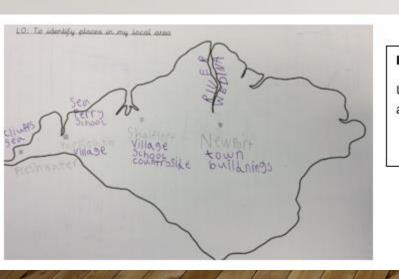


Locational knowledge

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

7) Northelm Iffland
2) London
8) Belfast
3) Stotland
9) North Atlantic Ocean
4) Edinbargh
10) North Sea
5) Wales
11) Iffla Sea
6) Cardiff
12) Engasha Chanala

PLACE KNOWLEDGE – SHALFLEET – Y2



Place Knowledge:

Use World and regional maps, atlases and globes.

HUMAN FEATURES – SHALFLEET – Y2

PHYSICAL FEATURES – SHALFLEET – Y2

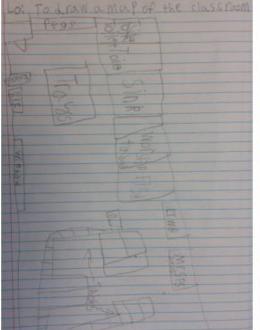
GEOGRAPHICAL SKILLS – SHALFLEET – Y2

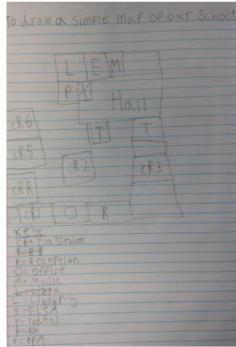


Geographical skills

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

Devise a simple map including a basic key.





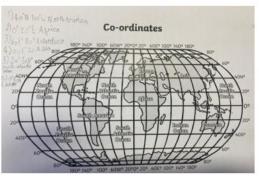
FIELDWORK – SHALFLEET – Y2

GEOGRAPHY IN YEAR 3 - SHALFLEET

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

LOCATIONAL KNOWLEDGE - SHALFLEET - Y3





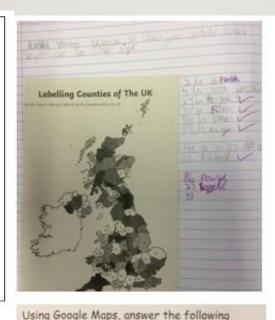
Locational Knowledge:

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

Children use their knowledge of longitude, latitude, coordinates

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

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.



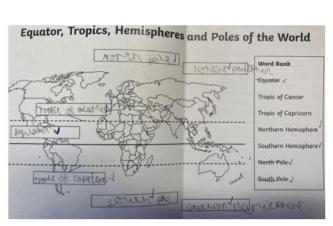
1. Name a city in Scotland. 2. Name a city in Wales. 3. Name a city in Northern Ireland. 4. Name a three cities in the UK.

are three cities in the UK

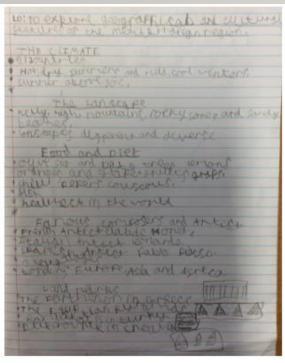
Locational Knowledge:

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

Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.



PLACE KNOWLEDGE – SHALFLEET – Y3



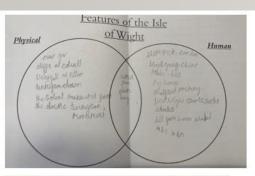
Place Knowledge:

Understand geographical similarities and differences through studying the human and physical geography of Hampshire or the Isle of Wight and in Year 3: European region and in Year 4: A region of South America.

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





Human

Groyne

They are home to half of all the different types of plants and animals on the planet.

Deserts are dry all year round.

Only a few plants might grow, such as small shrubs or eacti, because the soil is shallow and rocky. Animals come out at dusk when it is cooler.

The sevennah is hot all year round with a long, dry season.

Grasses and shrubs grow here. It is home to loss of different types of animals such as elephants, zebras

and wildebeest.

Physical



Settlement Type Clues

A built-up area with a name, defined boundaries, and local government, that is larger than a village and generally smaller than a city. This is a \(\frac{1}{10.071} \).

2. A small settlement, generally one emailer than a yallage, and strictly (in Britain) one without a church. This is a

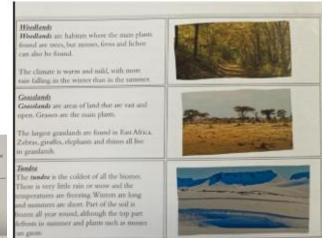
- 6. A group of houses and buildings, larger than a hunlet and shaller than a town, situated in a runal area. This is
- S. A large town anually containing a cathedral. This is a

Human and Physical:

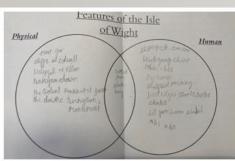
Children have a stronger understanding of the difference between physical and human geography. They use more precise vocabulary, explaining the processes of physical and human geography and their significance.

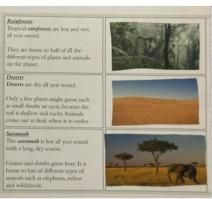
Human geography, including: types of settlements.

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 – Y3





Settlement Type Clues

and explain than a town, situated in a rural area. This is

generally smaller than a city. This is a 100/

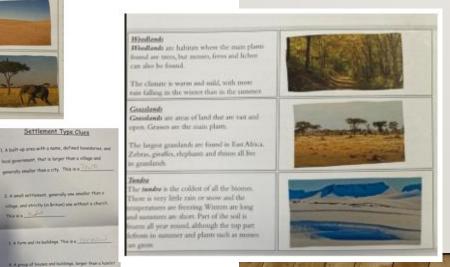


Human and Physical:

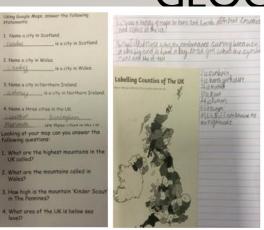
Children have a stronger understanding of the difference between physical and human geography. They use more precise vocabulary, explaining the processes of physical and human geography and their significance.

Human geography, including: types of settlements.

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 – Y3



1. The Andes Mountains - Ohle

2. Colosseum - Hally

3. Arc de Triomphe - Parke

4. The Great Pyramid of Giza - Close

5. Mount Kilimanjaro - Total Parke

6. Mount Kilimanjaro - Total Parke

6. Mount Kilimanjaro - Total Parke

7. Mount Kilimanjaro - Mount Kilimanjaro - Total Parke

7. Mount Kilimanjaro - Mount

Geographical skills and fieldwork:

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

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

ANN Was Was In Start		Using Google Maps, answer the following statements:
Labelling Counties of The UK	7 le spole	Name a city in Scotland. is a city in Scotland.
S. Maria	10 10 100 M	2. Name a city in Wales
2/3	Signal 33	3. Name a city in Northern Ireland.
		4. Name a three cities in the UK.
sing google maps can you fin	d where these land	marks are in

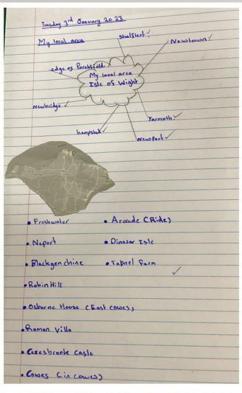
FIELDWORK – SHALFLEET – Y3

GEOGRAPHY IN YEAR 4 - SHALFLEET

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

LOCATIONAL KNOWLEDGE – SHALFLEET – Y4

PLACE KNOWLEDGE – SHALFLEET – Y4



Constant P Contract Contract Constant P Contract Contract Constant P Contract Contr

Place Knowledge:

Understand geographical similarities and differences through studying the human and physical geography of Hampshire or the Isle of Wight and in Year 3: European region and in Year 4: A region of South America.

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 – Y4

PHYSICAL FEATURES – SHALFLEET – Y4

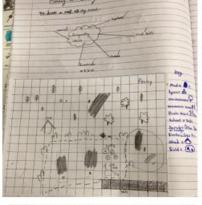
GEOGRAPHICAL SKILLS – SHALFLEET – Y4



Geographical skills and fieldwork:

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

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









FIELDWORK – SHALFLEET – Y4

LESSON OBSERVATION – SHALFLEET – Y4



The Federation of the Church Schools of Shalfleet and Yarmouth



Lesson Observation Form

Teacher: Daryl Isaac	Subject: English – Geography link			RING / SUMMER
			Date: January 2023	
Observer: L Grainger	Period: 11.00am	Year Group: 4	No. of SEN:	No. of G&T:

No. of Additional Staff and how used:

1 x General TA

- Children were engaged and eager for the next steps in their learning they were keen to get out of the school and carry out the field work
- The link to the progression map for skills in Geography was explicit and the focus was on map reading
- · Children showed confidence in reading aloud to the class
- Links were made to work in English and Maths and children were able to talk about their transferrable skills
- . Use of the Purple Pen to make corrections in Geography books
- · EL was well deployed with a group
- · There was an adaptable, purposeful learning environment
- · Editing work was part of the writing culture across the curriculum
- · Children used a variety of maps and video clips to extend their learning
- · Children knew about the Globe, Atlas' and Ordinance Survey Maps
- · Children understood the development of technology in Geography
- There was clear development in the children's learning journey from starting at their locality and then
 moving the Geographical understanding to the IOW, UK and wider world stage
- · Throughout the session there was high quality Geography input with the development of reasoning
- Link was made to the Roman topic and how Geography links to this topic and develops the children's understanding
- Links were made to children's real life experiences with clear preparation for field work
- · There was an expectation for children's independence in their learning
- . Through drawing a map of the school, children were applying the skills that they taught
- · Children were using Geographical terms compass, symbols
- There was an expectation about the class being Geographers
- DI mentioned that some of the children who find English difficult are thriving at Geography to move
 the learning forward she is going to group the children into mixed ability to ensure that they
 complement each other's skills and learn from each other

Areas for Development:

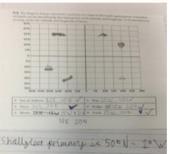
I am very interested to see the impact and success of the field work and the work that children produce

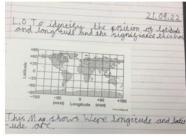
1	Coherent Learning Links and Pathways	From the Geography progression map very clear objectives
2	Strong Working Partnerships	Taken through the opportunities for field work focussing on children's strengths and complimenting each other
en	High Quality Outcomes, Deep Learning	
4	Valuing All Children – Learning is accessible to all	
5	Challenging, Engaging and Motivating	
9	Opportunities for Memorable Experiences	Field work in the Local Areas
7	Promotes independence and curiosity	
80	Broad, relevant and balanced	Through Geography focus
	Local, Mainland, Global	

GEOGRAPHY IN YEAR 5 - SHALFLEET

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

LOCATIONAL KNOWLEDGE – SHALFLEET – Y5





Locational Knowledge:

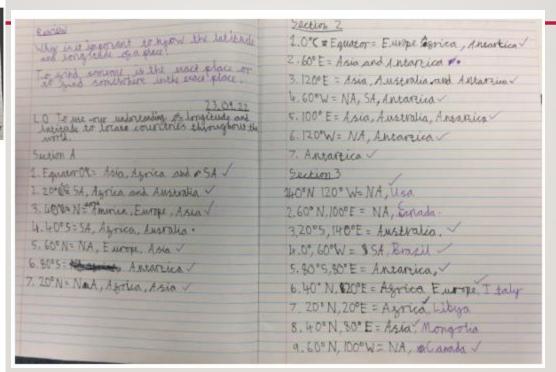
Children use their knowledge of longitude, latitude, coordinates and indexes to locate places focusing more on countries outside of Europe.

Locational Knowledge:

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

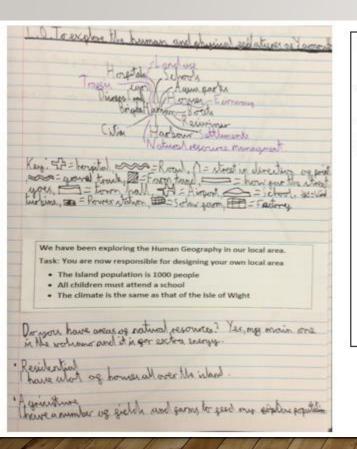






PLACE KNOWLEDGE – SHALFLEET – Y5

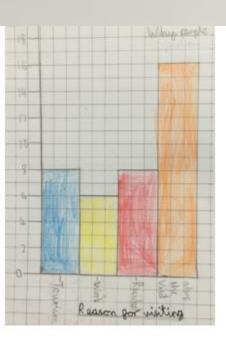
HUMAN FEATURES – SHALFLEET – Y5



Human and Physical:

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

PHYSICAL FEATURES – SHALFLEET – Y5

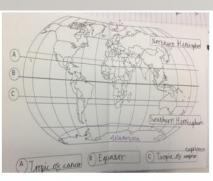


Human and Physical:

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

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

GEOGRAPHICAL SKILLS – SHALFLEET – Y5



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

Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world







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.



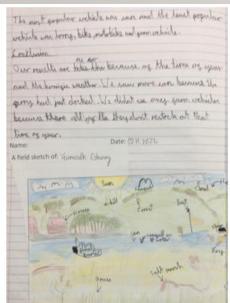




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North America! Mexico, Greenland, Cula.
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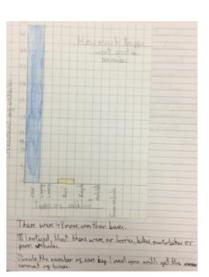
FIELDWORK – SHALFLEET – Y5



Fieldwork

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, 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.



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GEOGRAPHY IN YEAR 6 - SHALFLEET

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

LOCATIONAL KNOWLEDGE – SHALFLEET – Y6

PLACE KNOWLEDGE – SHALFLEET – Y6

HUMAN FEATURES – SHALFLEET – Y6

PHYSICAL FEATURES – SHALFLEET – Y6

GEOGRAPHICAL SKILLS – SHALFLEET – Y6

FIELDWORK – SHALFLEET – Y6

EYFS curriculum linking to Geography

Listening and Attention and Understanding

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

Speaking

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

Understanding the Word

People, Culture and Communities:

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

The Natural World:

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their
 experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states
 of matter.

Geography evidence Child led learning

After a PSHE lesson exploring road safety, the children were inspired to use a large piece of paper to draw a road. This then extended throughout the morning with children drawing landmarks within the Freshwater village. Children drew and labelled shops, natural features and it became a huge discussion points of what they had noticed as they walk through Freshwater.



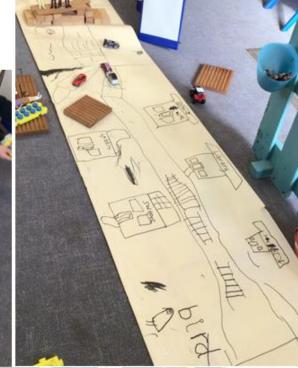
Exploring the local area and local features













Child Led Learning links to Geography

- A pupil returned from a cruise in the Caribbean. When she spoke to the class about her holiday, we
 took the opportunity to use a world map on the interactive whiteboard to track her holiday from The
 Isle of Wight, Miami and The Caribbean.
- A pupil was fascinated with Sonic the Hedgehog but one day asked if he could learn more about real
 hedgehogs. We used this as an opportunity to learn more about hedgehogs from the internet,
 stories and non-fiction books. Children were introduced to new vocabulary including hibernation,
 nocturnal, spines, skirt-muscle (how a hedgehog rolls into a ball etc)

Using the Location of School and spontaneous observations

- When the children arrived at school we noticed how loud the geese on the River Yar were being. In previous days we had observed groups of geese flying in formation over the EYFS garden. We used videos and books to learn more about what the geese were doing at this time of year, taking opportunities to introduce new vocabulary to children e.g. migration, gaggle (to describe the geese), warm / cold climate, season.
- At playtime the children noticed mushrooms were growing on the field. This gave us an opportunity
 to discuss that different plants like different growing conditions and fungi like the moisture provided
 by all our rain currently. It also allowed us to discuss safety around picking plants/berries/fungi which
 may be poisonous.

Geography/History write up - Walk around Yarmouth 1/12/22

The children followed a map from school to the post box to post their letters to Santa. Along the way we took the opportunity to explore features of buildings and local landmarks. E.g. we discussed how what a building is made of can help us to detect its age. We looked for numbers in buildings which show when a building was made. We also looked at features of doors and windows as a way of indicating new and old buildings as well as looking at features such as stained glass windows and the carvings and gargoyles on the old church building which is now a family home.

We took time to listen to some history about the town – why the church had additional height added to its stump tower.

The children looked at landmarks on the map and used positional language to describe where we had to go next.



















































GEOGRAPHY IN YEAR I - YARMOUTH

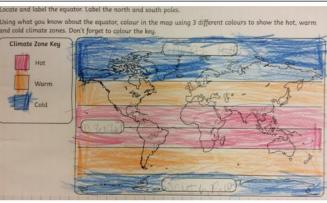
- Locational Knowledge
- Place Knowledge
- Human Geography
- Physical Geography
- Geographical Skills
- Fieldwork

LOCATIONAL KNOWLEDGE - YARMOUTH - YI

PLACE KNOWLEDGE - YARMOUTH - YI

HUMAN FEATURES – YARMOUTH – YI

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

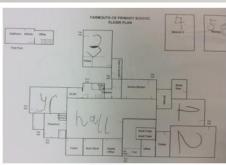




Key human features, including city, town, village, factory, farm, house, office, port, harbour and shop.

PHYSICAL FEATURES – YARMOUTH – YI

GEOGRAPHICAL SKILLS - YARMOUTH - YI





Plac	e to find	Where is it? Street name/description of place.		
School		Mill Road		
Place of Worship	编	St Japaes chile		
Playground/ Park		tennyson close		
Leisure Centre		Mod PLACE Freshwater		
Supermarket	-	Tesco Shops		
Open Space	T.	yarminth		

Using an anline map program such as Google Maps, can you find the following

Geographical skills

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

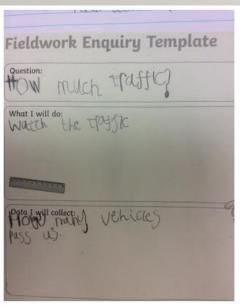
Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map.

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

Use a compass to identify direction.

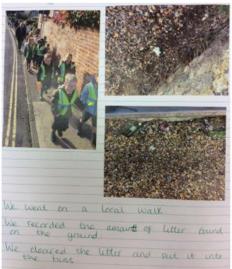
Begin to use locational and directional language to describe the features and routes on a map.

FIELDWORK - YARMOUTH - YI

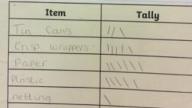


Fieldwork

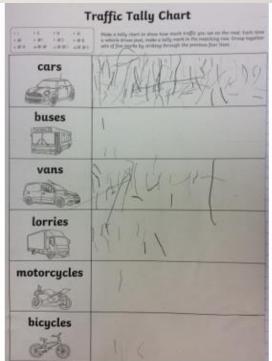
Begin to ask questions, come up with a range of methods to answer the questions through planning fieldwork, collecting field data, making basic judgement and conclusions. In the following areas Traffic, Litter, Land Use, Weather and Vegetation.











GEOGRAPHY IN YEAR 2 - YARMOUTH

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

LOCATIONAL KNOWLEDGE - YARMOUTH - Y2



PLACE KNOWLEDGE - YARMOUTH - Y2

HUMAN FEATURES – YARMOUTH – Y2

PHYSICAL FEATURES – YARMOUTH – Y2

GEOGRAPHICAL SKILLS – YARMOUTH – Y2

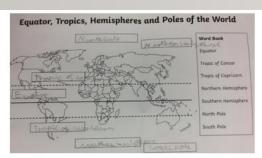


FIELDWORK - YARMOUTH - Y2

GEOGRAPHY IN YEAR 3 - YARMOUTH

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

LOCATIONAL KNOWLEDGE - YARMOUTH - Y3

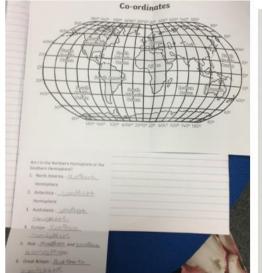


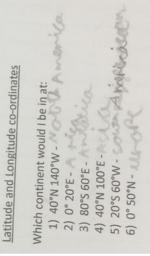


Locational Knowledge:

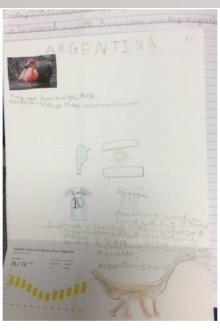
Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.

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





PLACE KNOWLEDGE - YARMOUTH - Y3



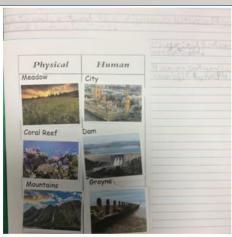
Place Knowledge:

Understand geographical similarities and differences through studying the human and physical geography of Hampshire or the Isle of Wight and in Year 3: European region and in Year 4: A region of South America.

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.

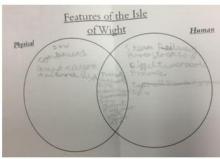
Same	Differen	Different	
Religion	Coastline		
Formation	Size		
Flag	Population	Population	
	Income		
	ARGENTINA	ISLE OF WIGHT	
OPULATION	47.33 million	142,000	
ZE	1,073,500 sq miles	148.3 sq miles	
ASTLINE	3,100 miles	57 miles	
AIN RELIGION	Christian	Christian	
AIN SOURCE OF INCOME	Business, social and other services	Tourism	
AIN COLOURS OF THE FLA DUNTRY FORMED		Blue and White	
DUNIKI FORMED	Late 1800's	Late 1800's	

HUMAN FEATURES – YARMOUTH – Y3



Human and Physical:

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



I can name these Physical hotels of geography anoustyward river. Lean name three human features of geography a citation, whool and E305 plan are post. On the contract of th

Settlement	Type	Clues	

- A built-up area with a name, defined boundaries, and local government, that is larger than a village and generally smaller than a city. This is a ______/
- A small settlement, generally one smaller than a willage, and strictly (in Britain) one without a church.

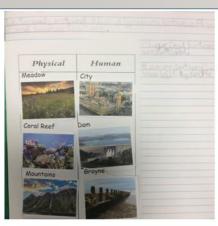
 This is a decoder.

 //
- 3. A form and its buildings. This is a Face to deli
- 4. A group of houses and buildings, larger than a hamlet and smaller than a town, situated in a rural area. This is
- A large town usually containing a cathedral. This is a

Human and Physical:

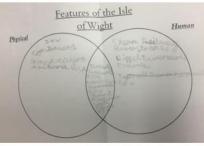
Human geography, including: types of settlement and land use

PHYSICAL FEATURES – YARMOUTH – Y3



Human and Physical:

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



I can name these Physical heaters of geography amount was

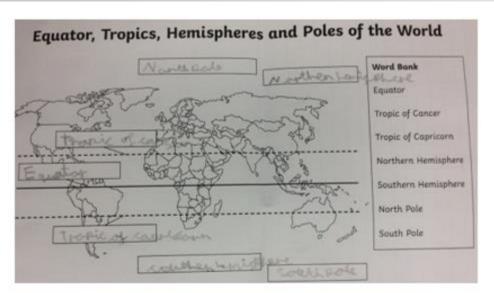
I can name three human scatures of geography a think, school and Frontier Siepart.

Equator, Tropics, Hemispheres and Poles of the World Word Bank Equator Tropic of Cancer Tropic of Capricarn Northern Hemisphere South Pole South Pole

Human and Physical:

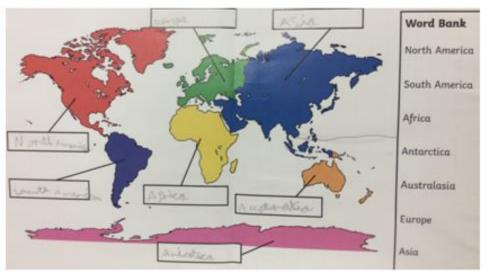
Physical geography, including climate zones

GEOGRAPHICAL SKILLS - YARMOUTH - Y3



Geographical skills and fieldwork:

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

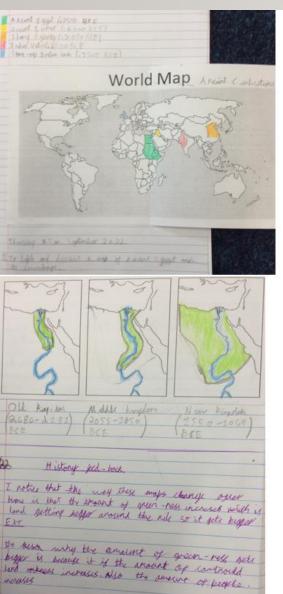


FIELDWORK - YARMOUTH - Y3

GEOGRAPHY IN YEAR 4 – YARMOUTH

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

LOCATIONAL KNOWLEDGE - YARMOUTH - Y4



Locational Knowledge:

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

Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.

PLACE KNOWLEDGE - YARMOUTH - Y4

HUMAN FEATURES – YARMOUTH – Y4

PHYSICAL FEATURES - YARMOUTH - Y4

GEOGRAPHICAL SKILLS – YARMOUTH – Y4



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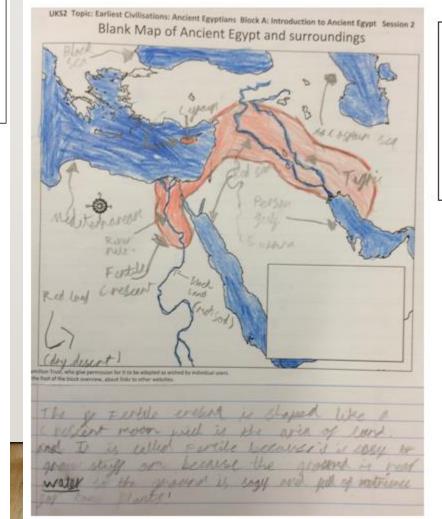
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Geography skills

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.



Geography skills

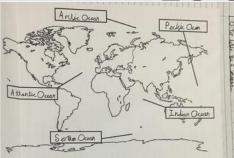
Build on prior skill to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

FIELDWORK - YARMOUTH - Y4

GEOGRAPHY IN YEAR 5 - YARMOUTH

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

LOCATIONAL KNOWLEDGE - YARMOUTH - Y5

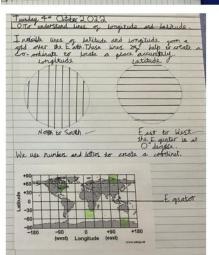


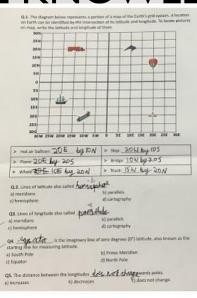
Locational Knowledge:

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.



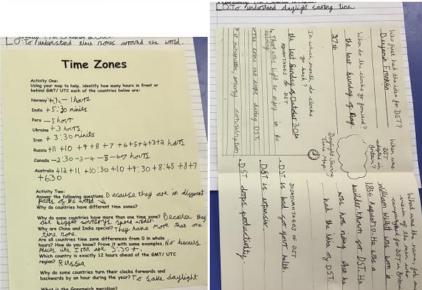




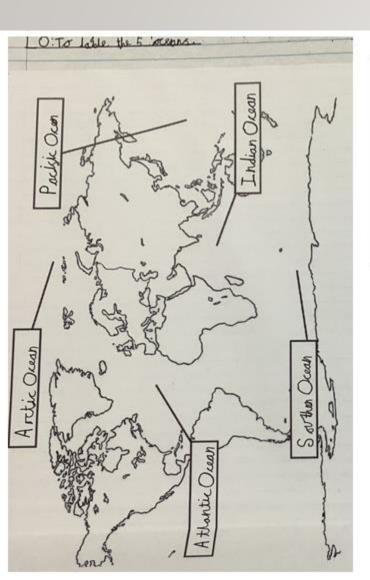
Locational Knowledge:

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

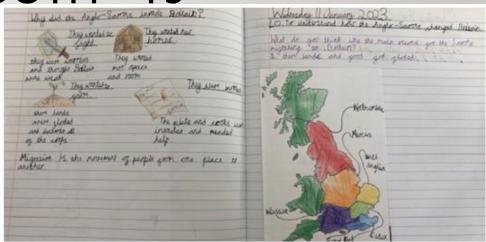


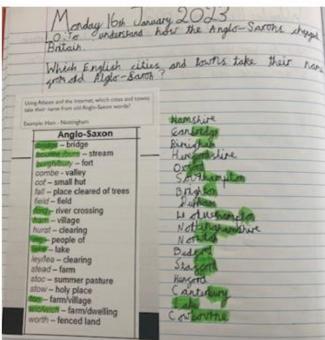
PLACE KNOWLEDGE - YARMOUTH - Y5



Place Knowledge:

Understand geographical similarities and differences through studying the human and physical geography of Hampshire or the Isle of Wight and in Year 5: A region of North America and in Year 6: A region of Eastern Europe.



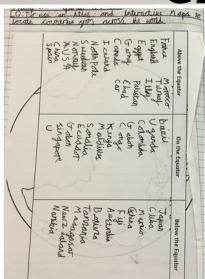




HUMAN FEATURES – YARMOUTH – Y5

PHYSICAL FEATURES – YARMOUTH – Y5

GEOGRAPHICAL SKILLS - YARMOUTH - Y5



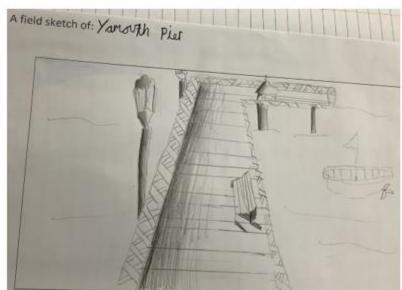
Geographical skills and fieldwork:

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

Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world

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

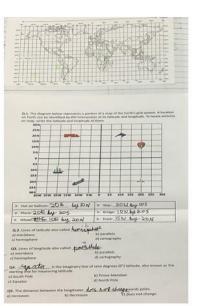
Above the Equator	On the Equator	Below the Equato	
France Motorco Turkey England Ithy England Ithy England Carry Chad Carry Chad Carry I celand North Pole Shedwan Norvall AUS A China Spain	Brizil U ganda Colombia Colombia Gorgo Kunya Maldilles Sonalia Eculado Goboti Singapote U	Japan Cliba Merico Gehina Figi Australia Bodivra Tanvania Managasar New Zealand Naribia	



Geographical skills and fieldwork:

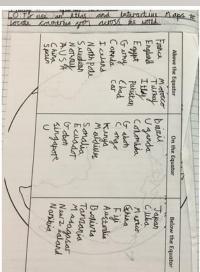
Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

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





FIELDWORK - YARMOUTH - Y5



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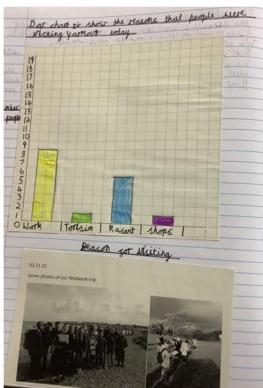
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Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world

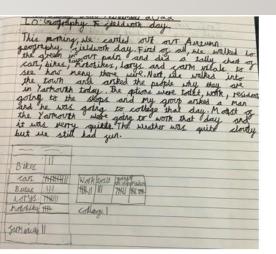
Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.





Fieldwork

Ask questions, come up with a range of methods to answer the questions through planning fieldwork, collecting field data, making concise judgements and drawing conclusions that show an understanding of other processes. Exploring and collecting fieldwork based on Erosion, rocks and soils, vegetation and use of landscape.



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Fieldwork

Ask questions, come up range of methods to ans the questions through p fieldwork, collecting field making concise judgeme and drawing conclusions show an understanding other processes. Explori collecting fieldwork base Erosion, rocks and soils, vegetation and use of landscape.

Hello,

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

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GEOGRAPHY IN YEAR 6 - YARMOUTH

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

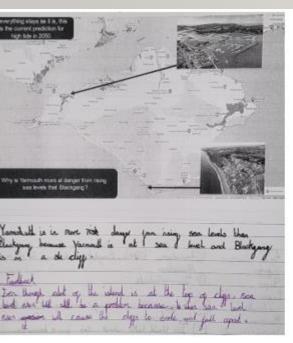
LOCATIONAL KNOWLEDGE - YARMOUTH - Y6

Locational Knowledge:

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

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	4. Greece 40°000 N - 25800 E			
	5. Norway 60°000'N 10°00'E			
	6. Netherlands 50°0'0"N 6800"E			
	7. Australia 2000's 123°0'0"E			
	8. china 33°00"N 105°00"E			
	9. India 80°00°E 20°00°N			
	10. United states 370000 N 9507129			

PLACE KNOWLEDGE - YARMOUTH - Y6

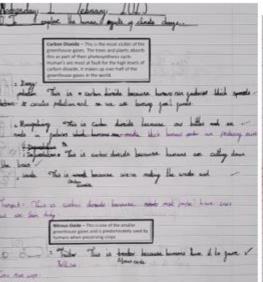


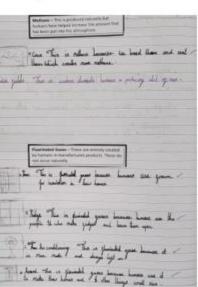
Place Knowledge:

Understand geographical similarities and differences through studying the human and physical geography of Hampshire or the Isle of Wight and in Year 5: A region of North America and in Year 6: A region of Eastern Europe.

Exploring the impacts of tourism on a local area.

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





HUMAN FEATURES – YARMOUTH – Y6

PHYSICAL FEATURES – YARMOUTH – Y6



Physical:

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

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



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Colorba	5.118	Topical	175242	11.6249	H-01	
Mexico	25, 1780	D	28.1-	11.9"	1.5	
Asserta	33.50	D	17.2~	18.600	0.14	
Spain	11. 7.	Impostant and	127"	11.2"	1.65	
Turkey	39.11.	Topacle.	116		1.1	
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GEOGRAPHICAL SKILLS – YARMOUTH – Y6

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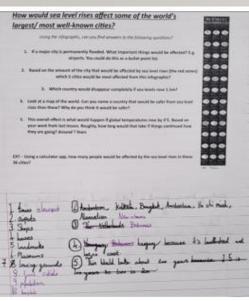
Geographical skills and fieldwork:

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.

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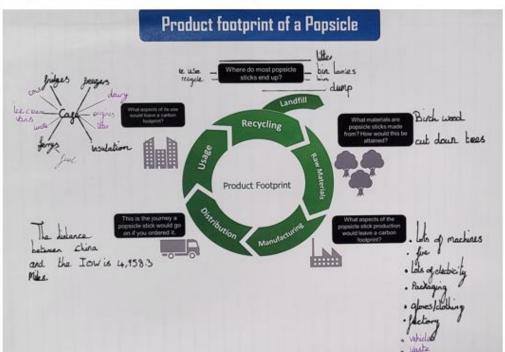
FIELDWORK - YARMOUTH - Y6



Geographical Skills and Fieldwork:

Children build on their map skills by communicating locations through grid references and coordinates. They also explain what makes a good map symbol and why. Children focus on observing and recording the changes of human features over time.

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



OUR IMPACT

ACTION PLAN

2022/2023 One Page Subject Action Plan

Subject – Geography

Subject Lead - Nickie Jones

HOW?

WHO?

WHY?

ACTION

FDP Links -

Strategic Objective 1: Aspire

Ensuring the provision of high quality curriculum

Strategic Objective 3: Collaborate

Sharing good practice – Federation. Seeking good practice further afield.

OBJECTIVE

EVALULATION

NEXT STEPS

Strategic Objective 5: Stabilise

High quality CPD

COST/RESOURCES?

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		Success			ACHIEVED?	What has been the	
		Criteria				impact?	
To ensure that Geography is threaded through the wider curriculum Develop knowledge organisers for whole school Promote opportunities for Geography to be taught within other subjects	To show clear phase progression of vocabulary, sentence stems and key questions. To ensure the profile of the subject and specific vocabulary is raised	Book checks – half termly Portfolio evidence submitted Pupil Voice Geography displays	Subject leader	https://www.geography.org.uk/teaching-resources			
To audit the CPD needs of teachers in the federation	Supporting quality teaching of Geography Supporting colleagues to cover a broad Geography curriculum	Create teacher's subject self- evaluation Gather responses Source funding/CPD relevant to needs	Subject leader Finance SLT	https://www.geography.org.uk/Support-Guidance			

Minimum of 2 actions to take forward – Maximum of 3 actions to take forward.

SUBJECT LEADER REPORT