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

What are we trying to achieve?

Lifelong Achievement

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

Curriculum Values

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

Design principles to inspire & challenge

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

How do we implement ?

The curriculum as the entire planned learning experience

Components

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

Teaching for Learning

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

Approaches

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

EYFS/National Curriculum

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

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

What is the impact?

Successful Learning

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

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

Our curriculum impact can be measured by…

Evidenced by…

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

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

Federation Vision for geography – Intention for Children

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

Big Ideas

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

Content and Sequencing (Broad, relevant and balanced)

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

Vision for the Federation Learning Principles in Geography

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

Links with English and Maths

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

Progress

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

Support

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

PROGRESSION OF SKILLS

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

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

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

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

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

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

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

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

EYFS curriculum linking to Geography

Listening and Attention and Understanding

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

Speaking

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

Understanding the Word

People, Culture and Communities:

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

The Natural World:

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

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

OVERVIEW OF TEACHING

Year 1	**Autumn**	**Spring**	**Summer**
	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 Shalfleet 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.	**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;	**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	Spring	Summer
	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, 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.	**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.	**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** **Locationl 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.	**Spring 1** **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.	**Summer 1** **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, tsunamis and tornados	**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

	Autumn	Spring	Summer
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.	**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 land-use patterns; and understand how some of these aspects have changed over time. • **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 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.	**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.

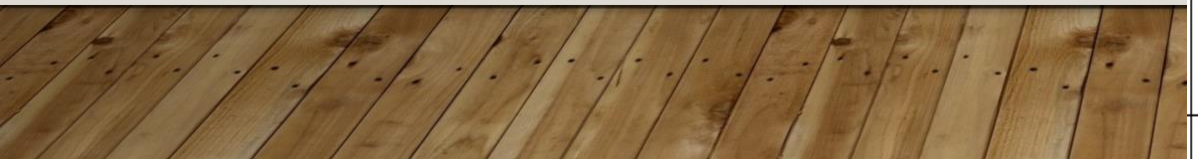
Year 5	**Autumn**	**Spring**	**Summer**
	Locational Knowledge: -Locate the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). **Geographical Skills and Fieldwork:** -Children build on their map skills by communicating locations 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.	Linked to Invaders **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, rural, farms, tourist -	**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.

Year 6	**Autumn** **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; **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.	**Spring** **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. **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:**	**Summer** **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:** 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:**
		Children build on their map skills by communicating locations through grid references and coordinates. They also explain what makes a good map symbol and why. Children focus on observing and recording the changes of human features over time. Use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies. **Fieldwork** Ask questions, come up with a range of methods to answer the questions through planning fieldwork, collecting field data, making concise judgements and drawing conclusions that show an understanding of other processes. Exploring and collecting fieldwork based on Erosion, rocks and soils, vegetation and use of landscape.	Children build on their map skills by communicating locations through grid references and coordinates. They also explain what makes a good map symbol and why. Children focus on observing and recording the changes of human features over time. Use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies. **Fieldwork** Ask questions, come up with a range of methods to answer the questions through planning fieldwork, collecting field data, making concise judgements and drawing conclusions that show an understanding of other processes. Exploring and collecting fieldwork based on Erosion, rocks and soils, vegetation and use of landscape.

OUR IMPLEMENTATION

- Autumn term planning
  https://drive.google.com/drive/folders/16VUjTuCVOAMiTZIRP1tUjmBhAKIqlmf9
- Spring term planning

OUR IMPLEMENTATION - ASSESSMENT



FEDERATION CURRICULUM ASSESSMENT

	Computing			PE		RE		Art		
	INFORMATION TECHNOLOGY			DANCE		COMMUNCIATE		KNOWLEDGE		
	INFORMATION TECHNOLOGY - GENERAL	Use the keyboard confidently to type at a suitable pace		Beginning to exaggerate dance movements and motifs (using expression when moving)		Describe/ explain my own responses to the concept of belonging.		Give detailed observations about notable artists', artisans' and designers' work;		
		Use common keyboard shortcuts		Demonstrate strong movements throughout a dance sequence.		Describe/ explain my own responses to the concept of interpretation.		Offer facts about notable artists', artisans' and designers' lives;		
		Organise files effectively using folders (yr 5)		Combines flexibility, techniques and movements to create a fluent sequence.		Describe/ explain my own responses to the concept of stewardship		SKILLS		
	DATA	Question a database using more complex searches		Moves appropriately and with the required style in relation to the stimulus. e.g. using various levels, usage of travelling and motifs.		Describe/ explain my own responses to the concept of justice.		DRAWING	Use a variety of techniques to add effects, e.g. shadow, reflection, shading and cross-shading;	
		Design and create a database		Beginning to show a change of pace and timing in their movements.		Describe/ explain my own responses to the concept of sacred places.			Depict movement and perspective in drawings;	
		Create a graph from a data (both databases and spreadsheets)		Uses the space provided to his maximum potential.		Describe/ explain my own responses to the concept of emma.			Use a variety of tools and select the most appropriate;	
									Use key vocabulary to	

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

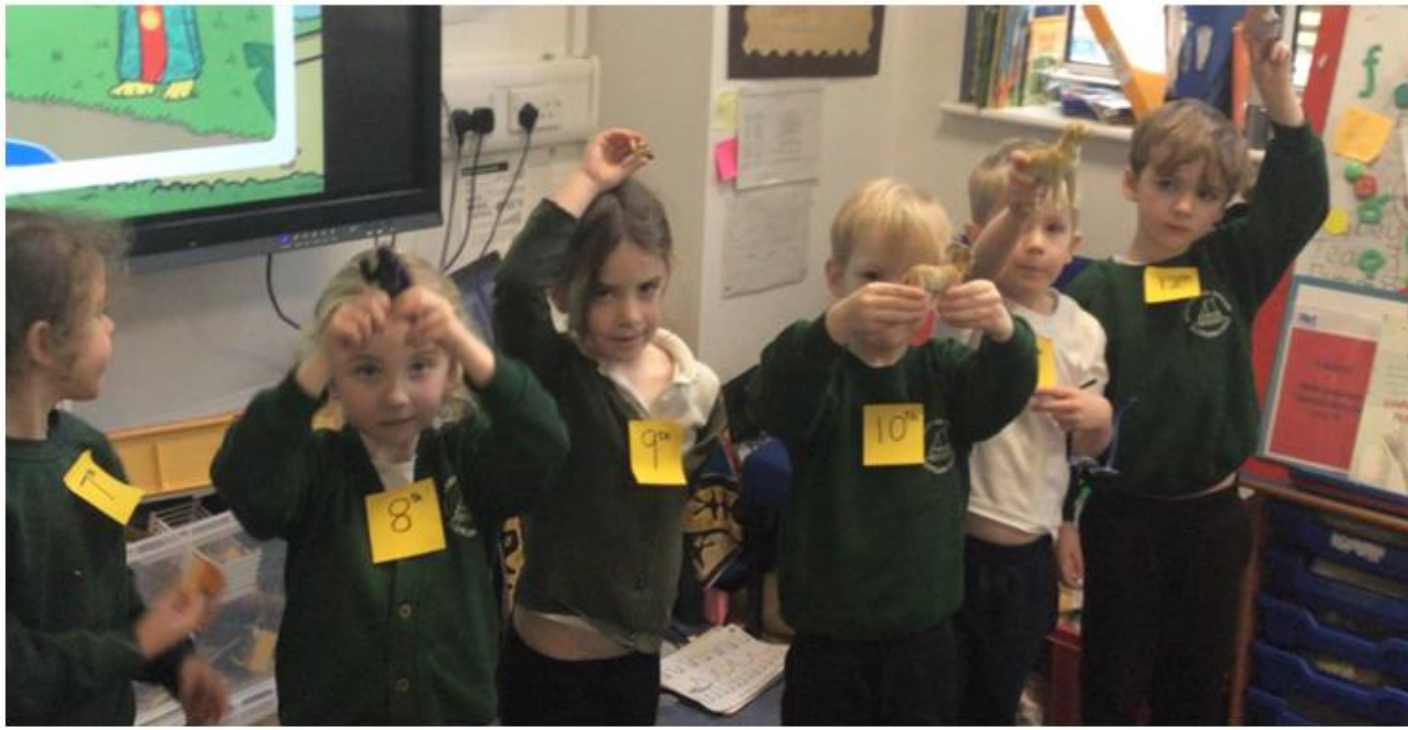
The children followed a map from school to the post box to post their letters to Santa. Along the way we took the opportunity to explore features of buildings and local landmarks. E.g. we discussed how what a building is made of can help us to detect its age. We looked for numbers in buildings which 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.


MEET THE
PLANETS
Caryl Hart

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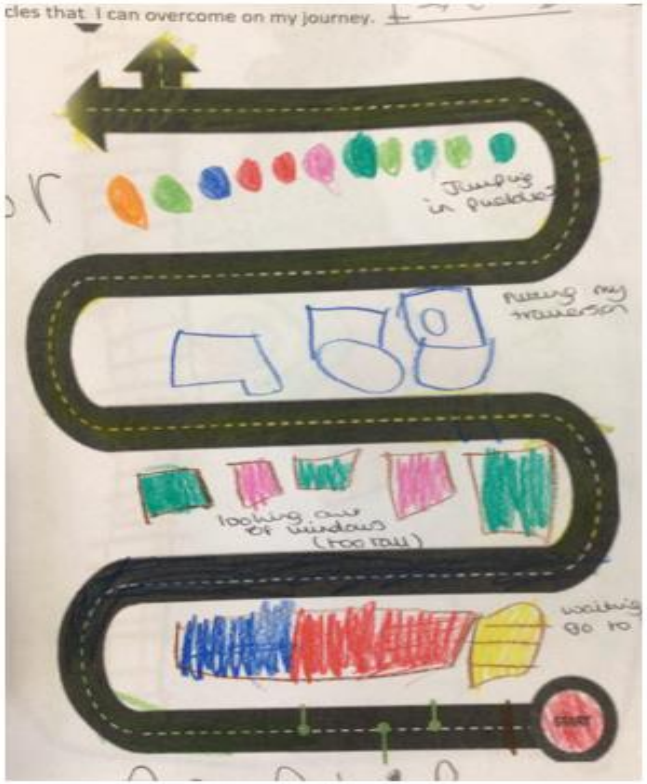
cles that I can overcome on my journey.
Jumping in puddles
Riding my bike
looking out of window (too tall)
walking to


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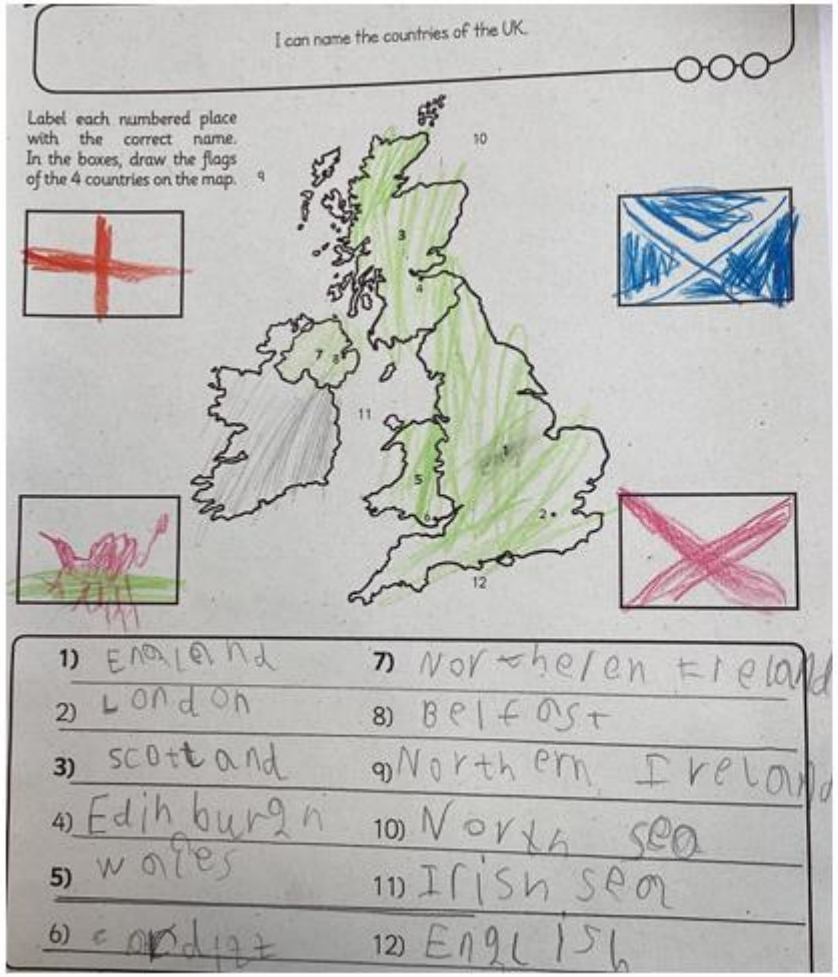
For All Your
Workwear
&
Schoolwear

GEOGRAPHY IN YEAR 1 - SHALFLEET

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

LOCATIONAL KNOWLEDGE – SHALFLEET -Y1

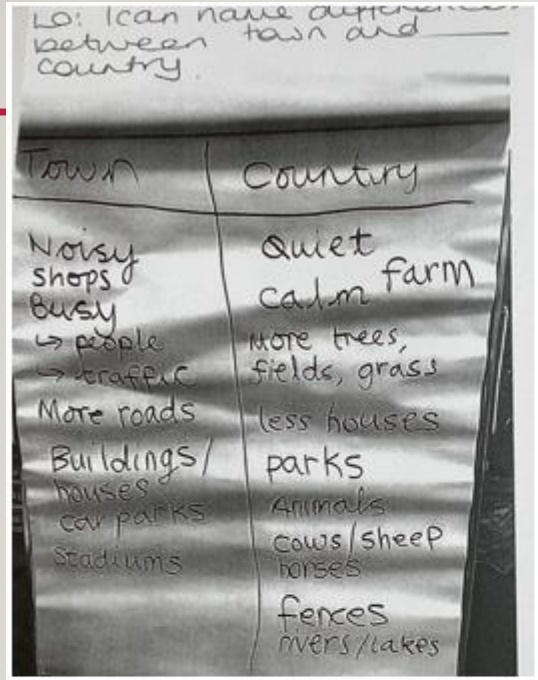


Locational Knowledge:

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

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

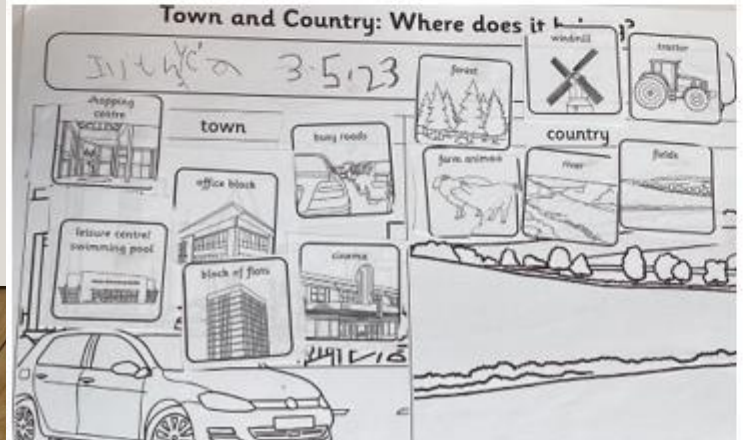
PLACE KNOWLEDGE – SHALFLEET - Y1

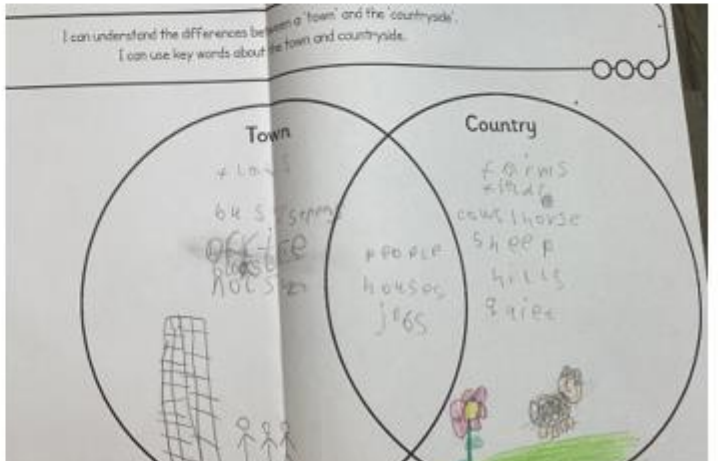


Place Knowledge:

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

Understand geographical similarities and differences through studying the human and physical geography.



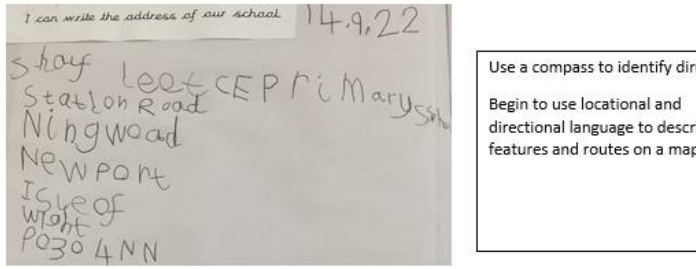


HUMAN FEATURES – SHALFLEET – Y1

PHYSICAL FEATURES – SHALFLEET – Y1

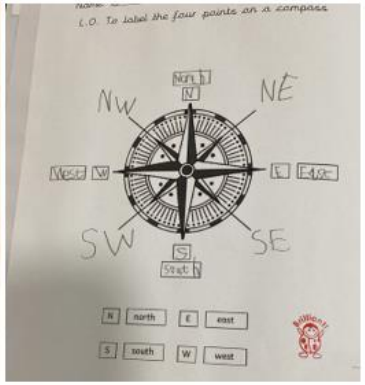
Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather

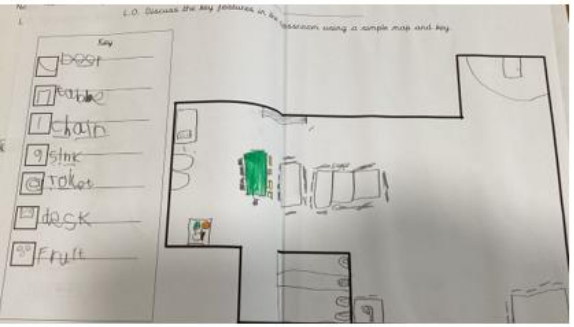
GEOGRAPHICAL SKILLS – SHALFLEET – Y1



Use a compass to identify direction.

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





FIELDWORK – SHALFLEET – Y1

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	|||
Crisp wrappers	||
Paper	||||
Plastic	|||
netting	|

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

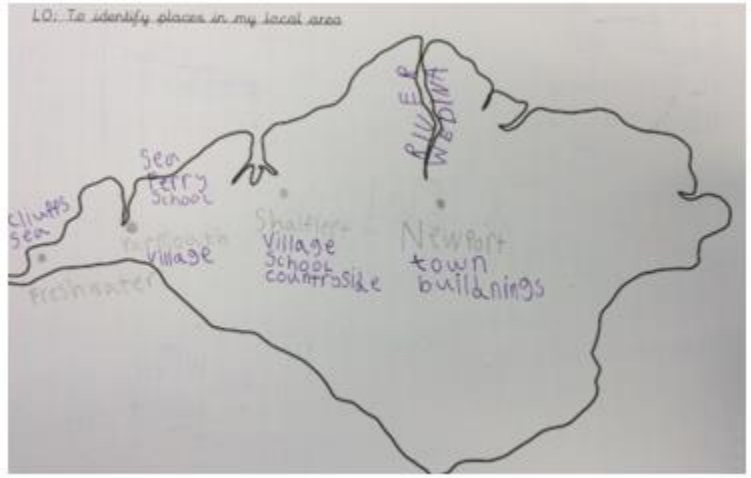
- Locational Knowledge
- Place Knowledge
- Human Geography
- Physical Geography
- Geographical Skills
- Fieldwork

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.

PLACE KNOWLEDGE – SHALFLEET – Y2



Place Knowledge:

Use World and regional maps, atlases and globes.

HUMAN FEATURES – SHALFLEET – Y2

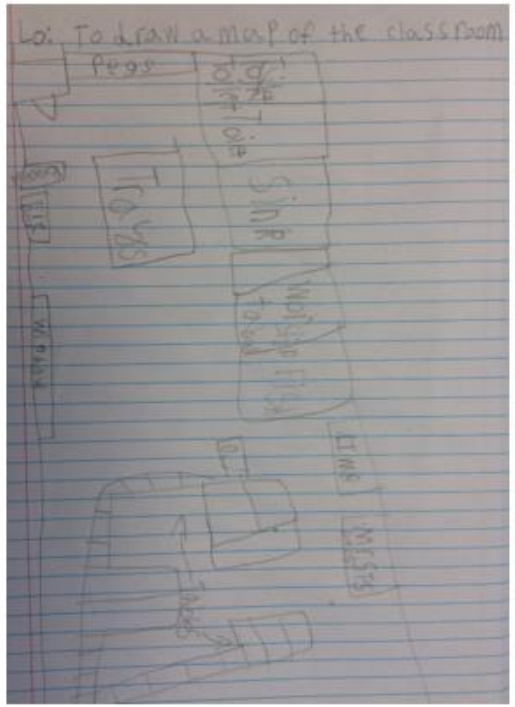
PHYSICAL FEATURES – SHALFLEET – Y2

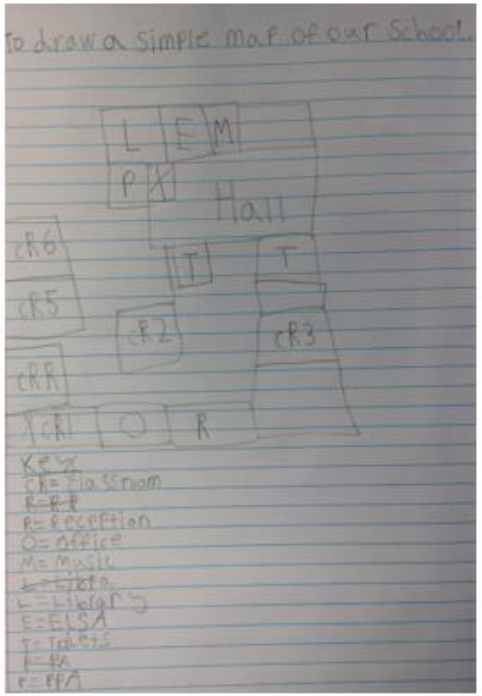
GEOGRAPHICAL SKILLS – SHALFLEET – Y2

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.



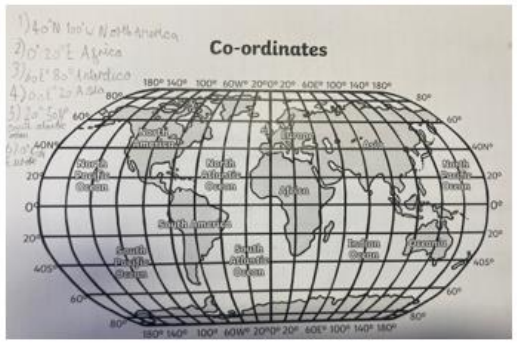


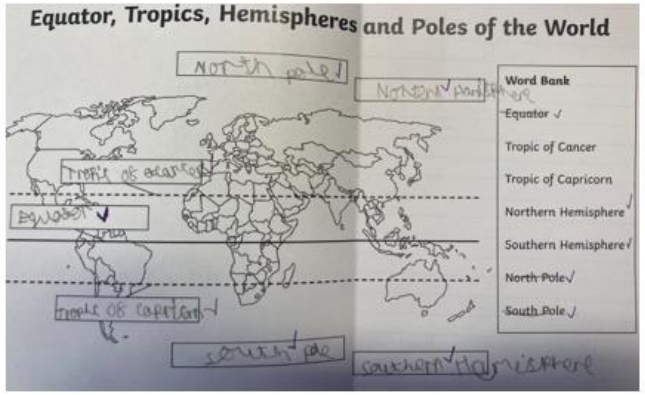
FIELDWORK – SHALFLEET – Y2

GEOGRAPHY IN YEAR 3 - SHALFLEET

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

LOCATIONAL KNOWLEDGE – SHALFLEET – Y3





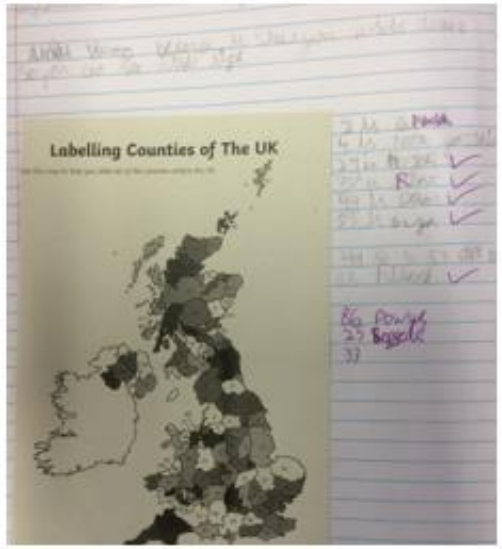
Locational Knowledge:

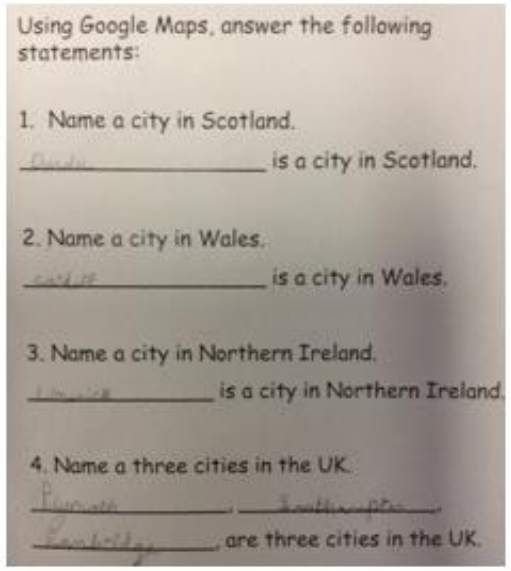
Name and locate the world's seven continents and five oceans.

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.



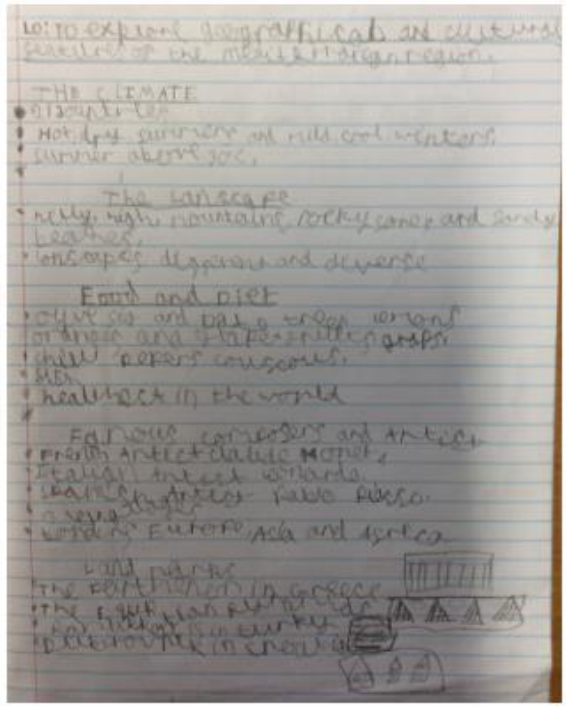


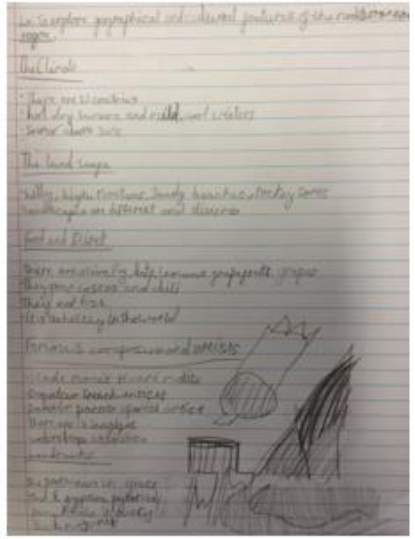
Locational Knowledge:

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



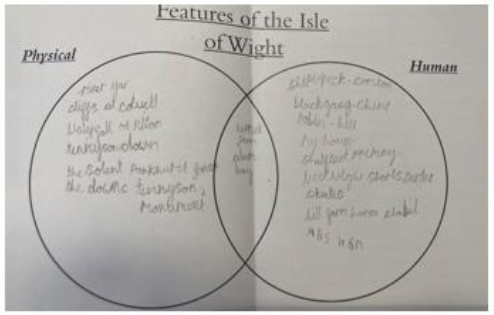


Place Knowledge:

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

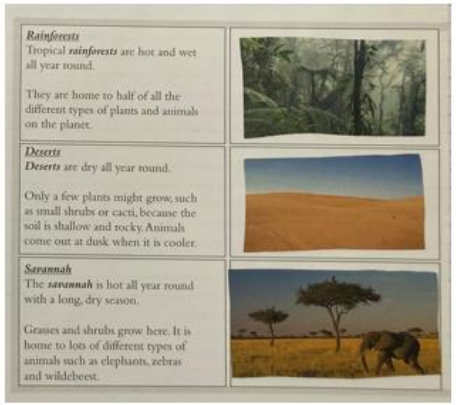


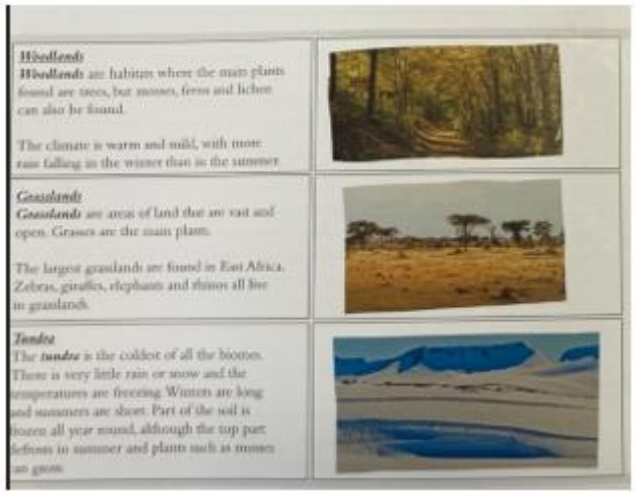
Human and Physical:

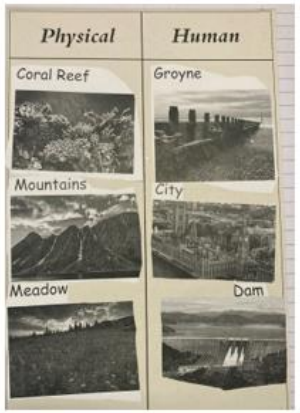
Children have a stronger understanding of the difference between physical and human geography. They use more precise vocabulary, explaining the processes of physical and human geography and their significance.

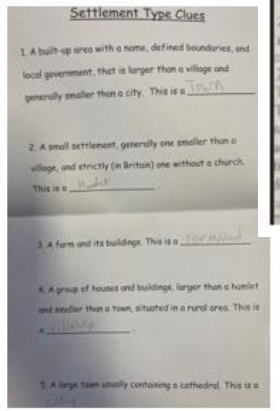
Human geography, including: types of settlements.

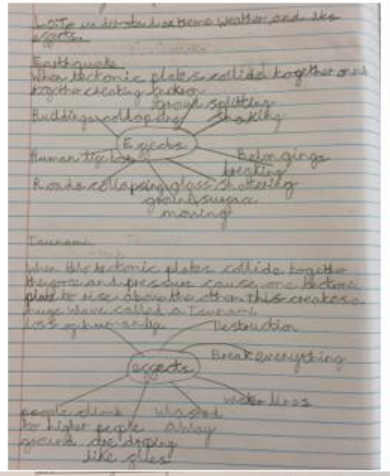
They learn more about extreme weather, the processes involved in the causes and effects of extreme weather, as well as beginning to understand the impact of humans on the earth.

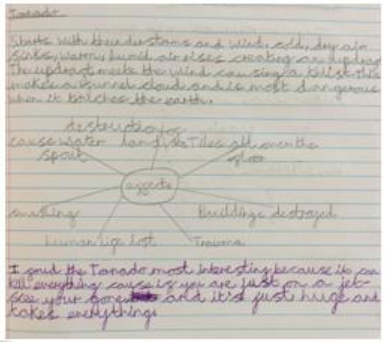


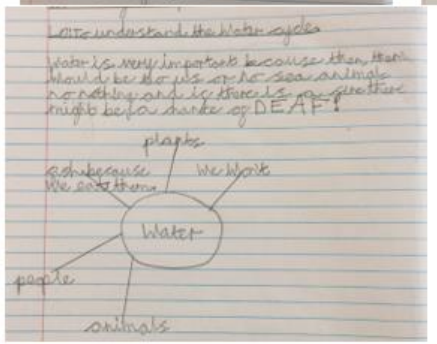








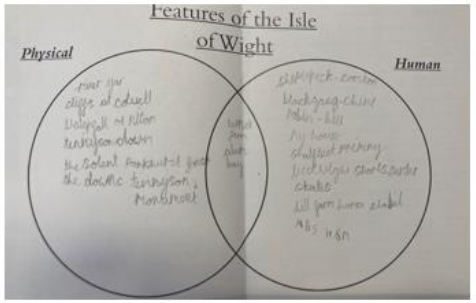




Human and Physical:

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

PHYSICAL FEATURES – SHALFLEET – Y3



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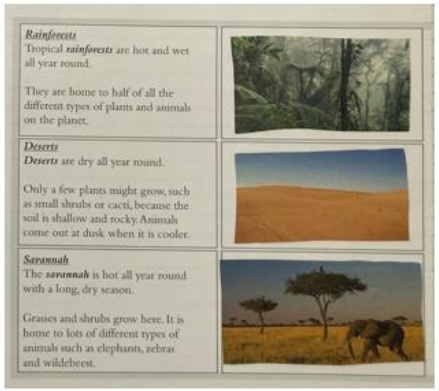
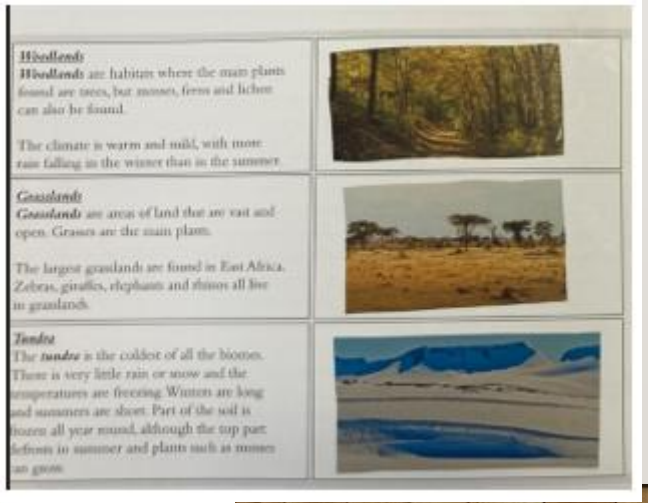
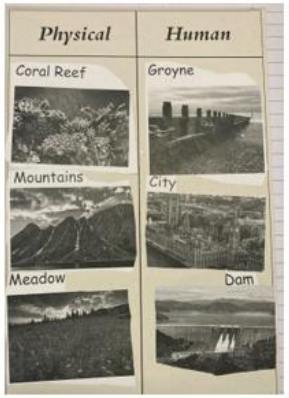
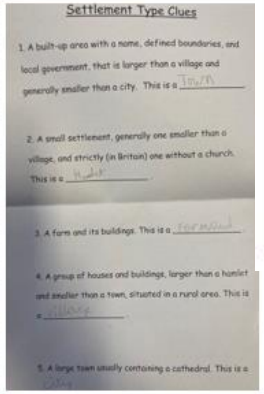
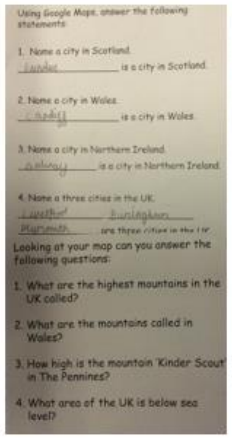








GEOGRAPHICAL SKILLS – SHALFLEET – Y3


Using Google Maps, answer the following statements:

1. Name a city in Scotland.
_____ is a city in Scotland.

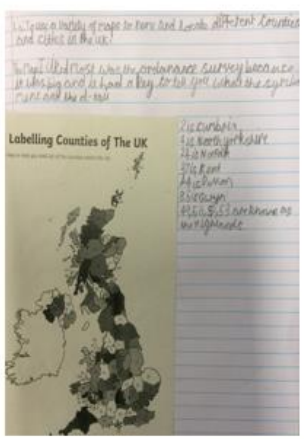
2. Name a city in Wales.
_____ is a city in Wales.

3. Name a city in Northern Ireland.
_____ is a city in Northern Ireland.

4. Name a three cities in the UK.
_____ are three cities in the UK.

Looking at your map can you answer the following questions:

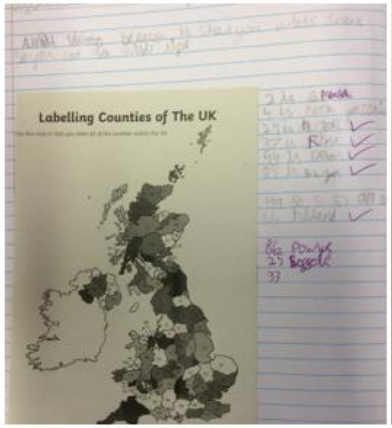
1. What are the highest mountains in the UK called?
2. What are the mountains called in Wales?
3. How high is the mountain 'Kinder Scout' in The Pennines?
4. What area of the UK is below sea level?

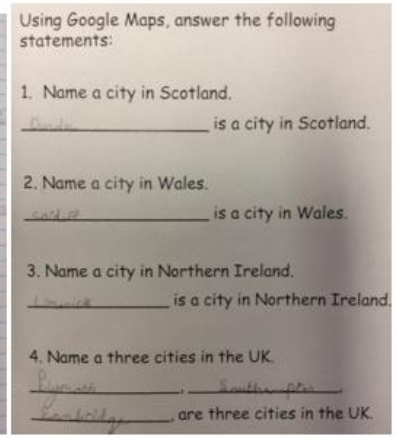


Geographical skills and fieldwork:

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.

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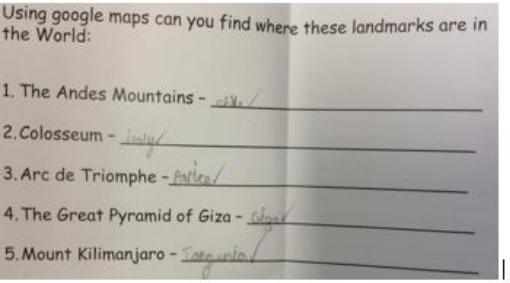
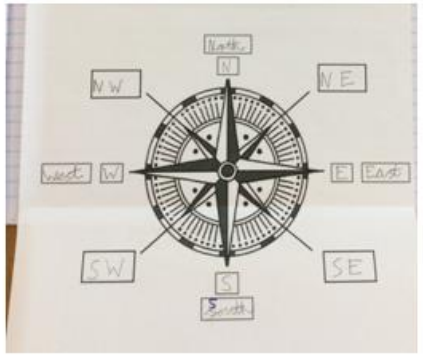
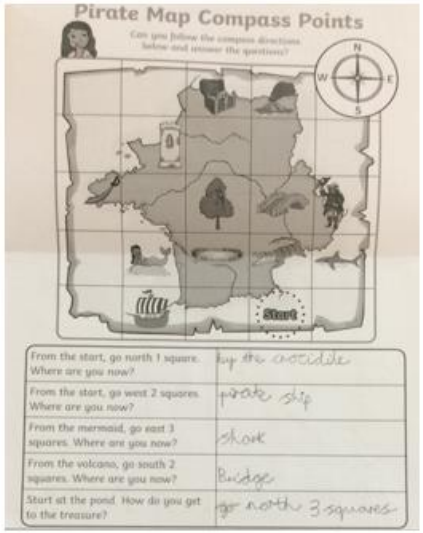
_____ is a city in Northern Ireland.

4. Name a three cities in the UK.
_____, _____, _____ are three cities in the UK.


Using google maps can you find where these landmarks are in the World:

1. The Andes Mountains – _____
2. Colosseum – _____
3. Arc de Triomphe – _____
4. The Great Pyramid of Giza – _____
5. Mount Kilimanjaro – _____

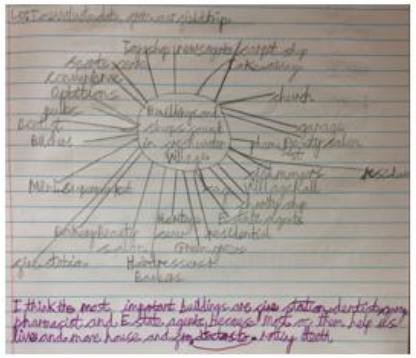


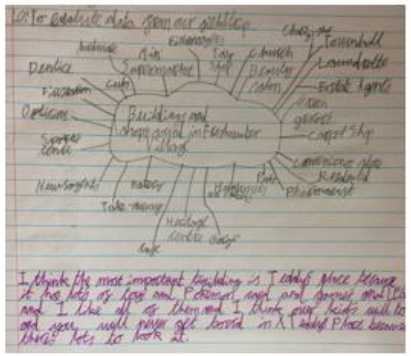


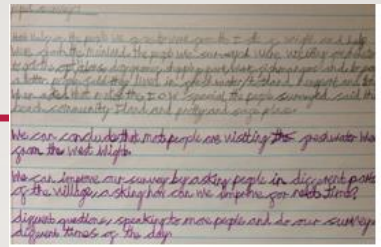
Geographical skills and fieldwork: - Begin to use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.

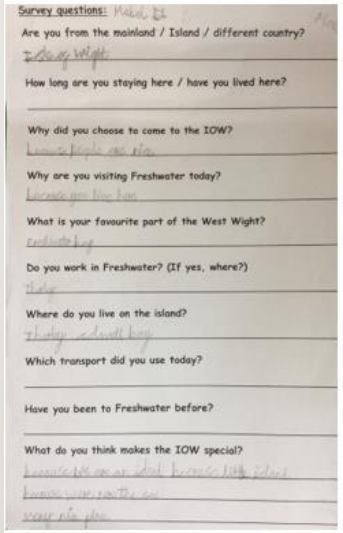
Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

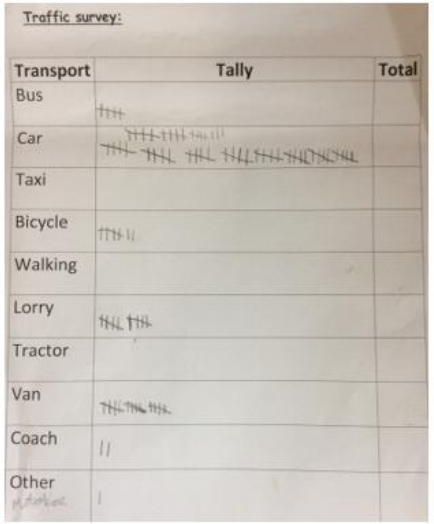
FIELDWORK – SHALFLEET – Y3

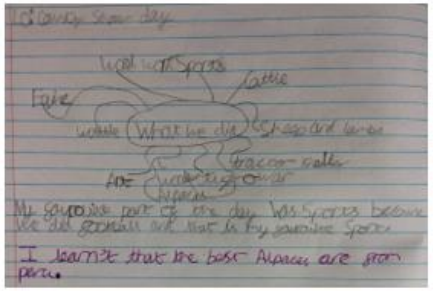




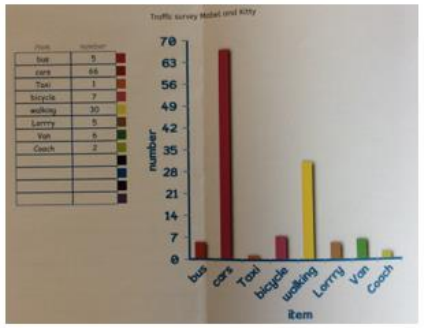








Fieldwork - Continue to ask questions, come up with a range of methods to answer the questions through planning fieldwork, collecting field data, making judgement and drawing conclusions. Exploring and collecting fieldwork based on Weather, Rivers, Local Settlements and agriculture.



Fieldwork

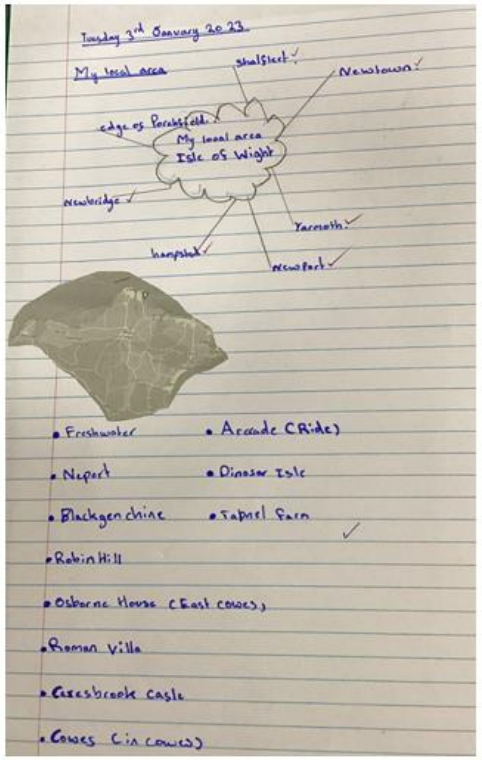
Continue to ask questions, come up with a range of methods to answer the questions through planning fieldwork, collecting field data, making judgement and drawing conclusions. Exploring and collecting fieldwork based on Weather, Rivers, Local Settlements and agriculture.

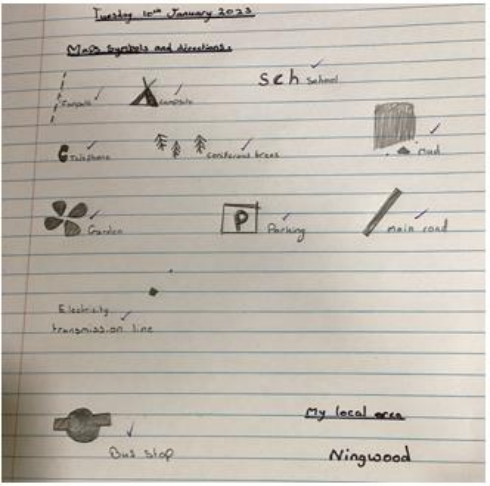
GEOGRAPHY IN YEAR 4 - SHALFLEET

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

LOCATIONAL KNOWLEDGE – SHALFLEET – Y4

PLACE KNOWLEDGE – SHALFLEET – Y4





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

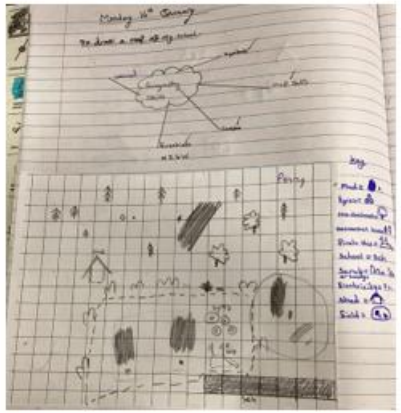
PHYSICAL FEATURES – SHALFLEET – Y4

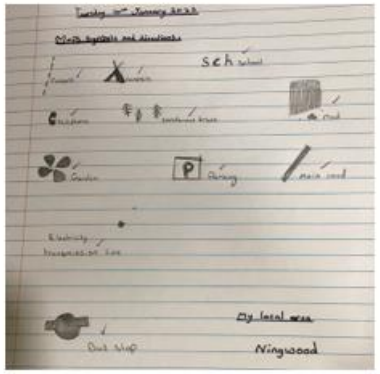
GEOGRAPHICAL SKILLS – SHALFLEET – Y4

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		**AUTUMN / SPRING / 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:

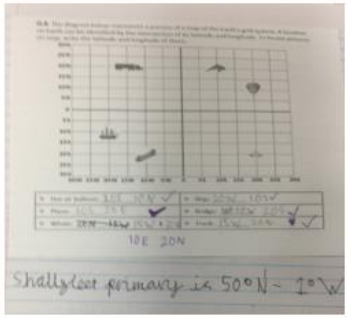
I am very interested to see the impact and success of the field work and the work that children produce

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
3	*High Quality Outcomes, Deep Learning*	
4	*Valuing All Children – Learning is accessible to all*	
5	*Challenging, Engaging and Motivating*	
6	*Opportunities for Memorable Experiences*	Field work in the Local Areas
7	*Promotes independence and curiosity*	
8	*Broad, relevant and balanced* *Local, Mainland, Global*	Through Geography focus

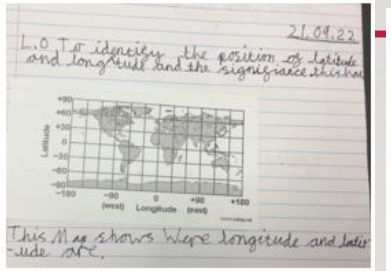
GEOGRAPHY IN YEAR 5 - SHALFLEET

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

LOCATIONAL KNOWLEDGE – SHALFLEET – Y5



Shallfleet primary is 50°N - 1°W



L.O To identify the position of latitude and longitude and the significance this has

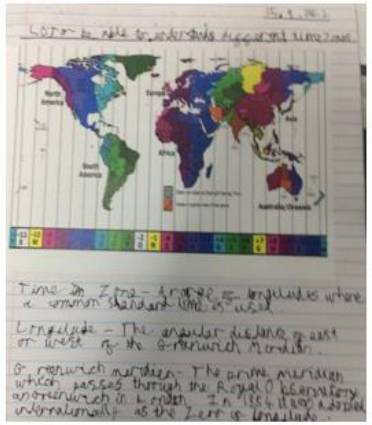
This Map shows Where longitude and latitude are.

Locational Knowledge:

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

Locational Knowledge:

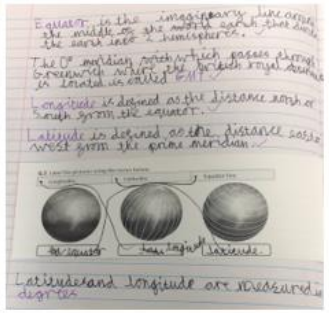
Locate the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).



Time Zone - Areas of longitudes where a common standard time is used

Longitude - The angular distance east or west of the Greenwich Meridian.

Greenwich meridian - The prime meridian which passes through the Royal Observatory in Greenwich in London. In 1884 it was established internationally as the 0° of longitude.



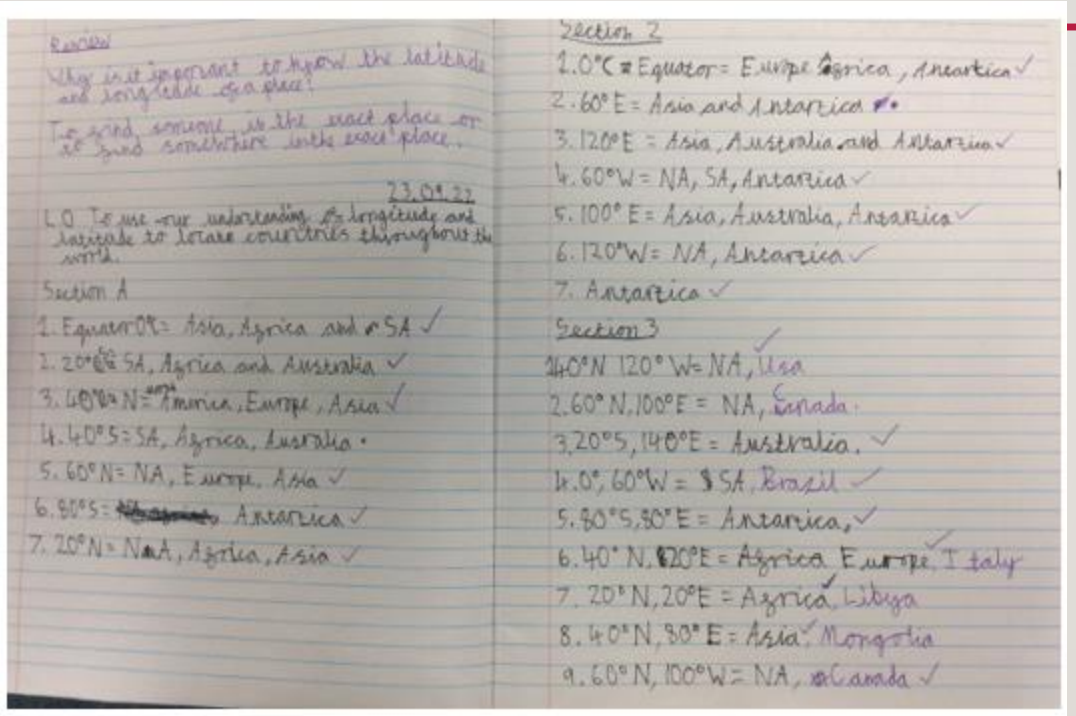
Equator is the imaginary line across the middle of the world, splitting the earth into the north and south hemisphere.

The 0° meridian which passes through Greenwich where the British royal observatory is located is called GMT.

Longitude is defined as the distance north or south from the equator.

Latitude is defined as the distance east or west from the prime meridian.

Latitude and longitude are measured in degrees



Review

Why is it important to know the latitude and longitude of a place?

To find someone in the exact place or to find somewhere with exact place.

23.09.22

L.O To use our understanding of longitude and latitude to locate countries throughout the world.

Section A

1. Equator 0° = Asia, Africa and SA ✓
2. 20°S = SA, Africa and Australia ✓
3. 60°N = America, Europe, Asia ✓
4. 40°S = SA, Africa, Australia.
5. 60°N = NA, Europe, Asia ✓
6. 80°S = Antarctica ✓
7. 20°N = NA, Africa, Asia ✓

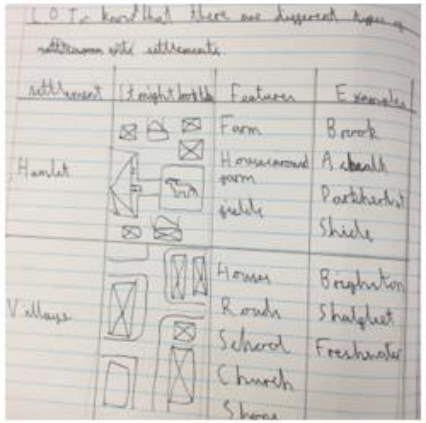
Section 2

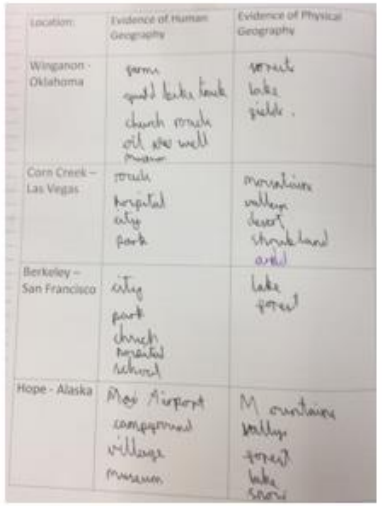
1. 0°C = Equator = Europe Africa, Antarctica ✓
2. 60°E = Asia and Antarctica ✓
3. 120°E = Asia, Australia and Antarctica ✓
4. 60°W = NA, SA, Antarctica ✓
5. 100°E = Asia, Australia, Antarctica ✓
6. 120°W = NA, Antarctica ✓
7. Antarctica ✓

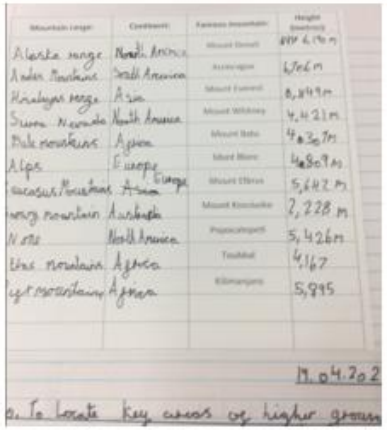
Section 3

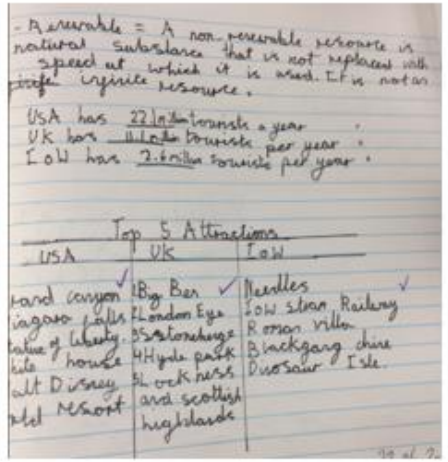
1. 40°N 120°W = NA, USA ✓
2. 60°N, 100°E = NA, Canada.
3. 20°S, 140°E = Australia. ✓
4. 0°, 60°W = SA, Brazil ✓
5. 80°S, 80°E = Antarctica. ✓
6. 40°N, 20°E = Africa Europe, Italy ✓
7. 20°N, 20°E = Africa, Libya ✓
8. 40°N, 80°E = Asia, Mongolia ✓
9. 60°N, 100°W = NA, Canada ✓

PLACE KNOWLEDGE – SHALFLEET – Y5









Place Knowledge:

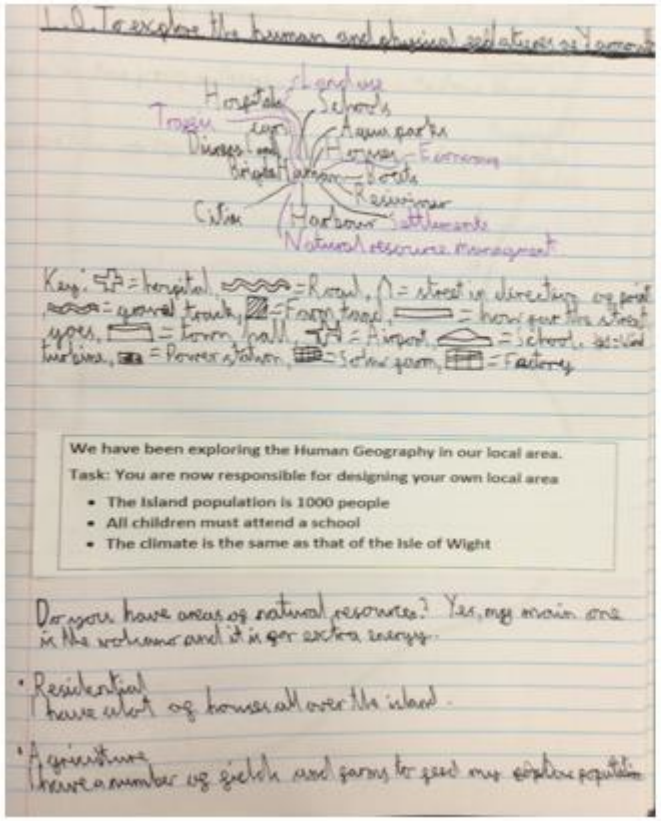
Understand geographical similarities and differences through studying the human and physical geography of Hampshire or the Isle of Wight and in Year 5: A region of North America and in Year 6: A region of Eastern Europe.

Exploring the impacts of tourism on a local area.

Place Knowledge:

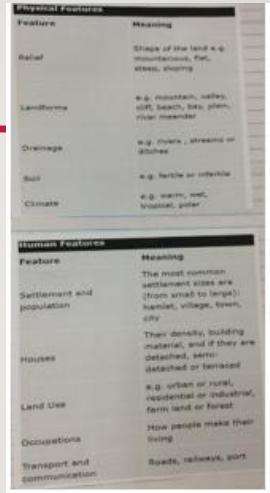
Develop their analytical skills by comparing areas of the UK and outside of the UK. They have a deeper knowledge of people, resources, natural environment. Children are now conducting independent research asking and answering questions.

HUMAN 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.

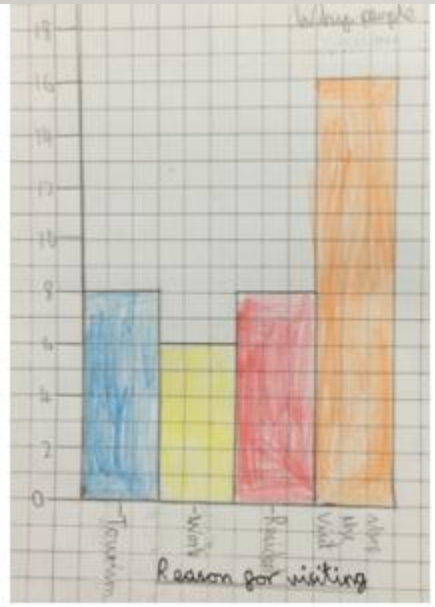


Human and Physical:

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;

PHYSICAL FEATURES – SHALFLEET – Y5



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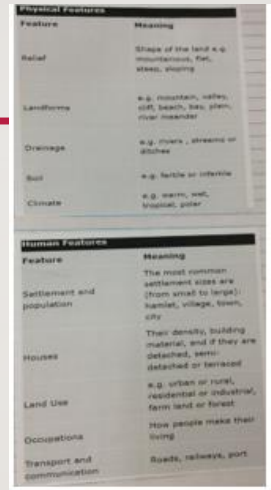

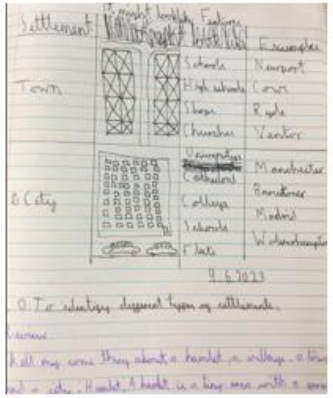

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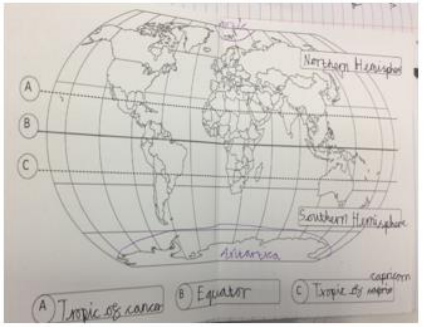
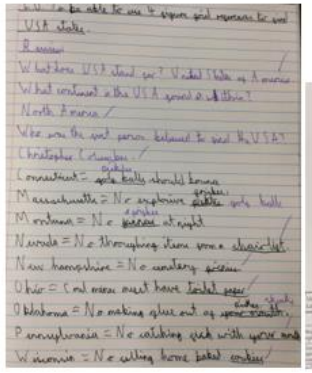
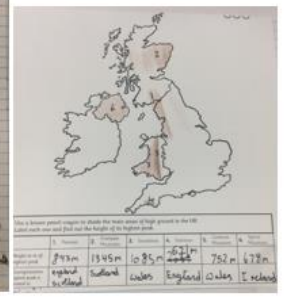
GEOGRAPHICAL SKILLS – SHALFLEET – Y5



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

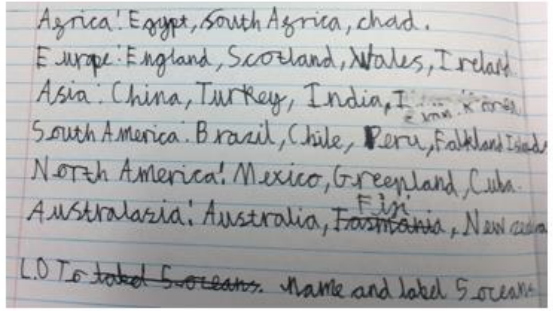
Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world

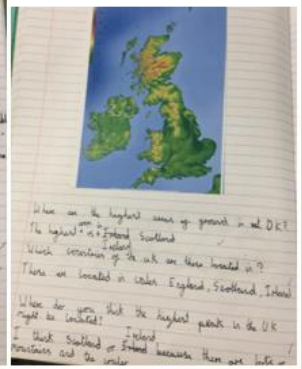




Children build on their map skills by communicating locations through grid references and coordinates. They also explain what makes a good map symbol and why. Children focus on observing and recording the changes of human features over time.

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





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.

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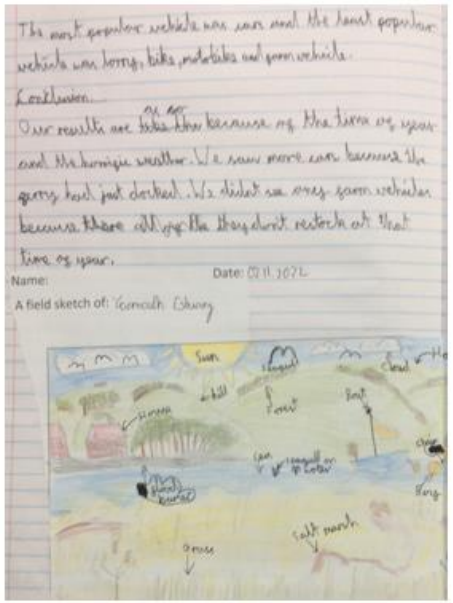
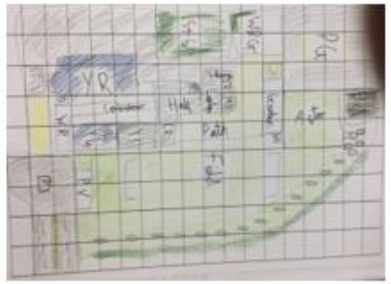
FIELDWORK – SHALFLEET – Y5

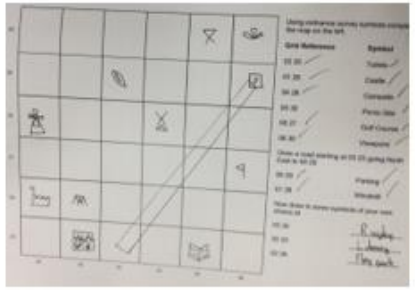


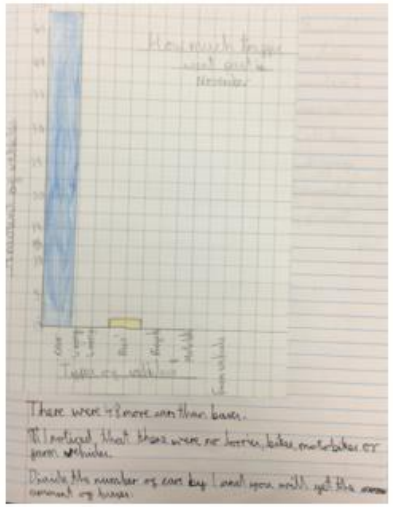
Fieldwork

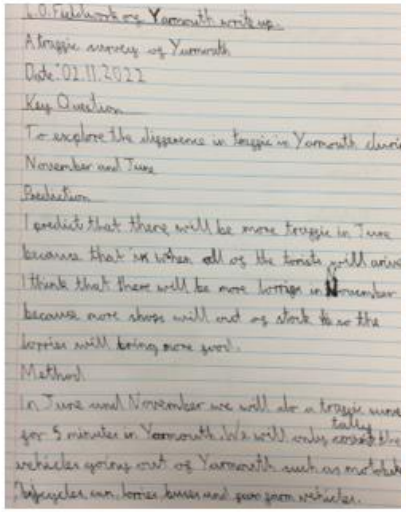
Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

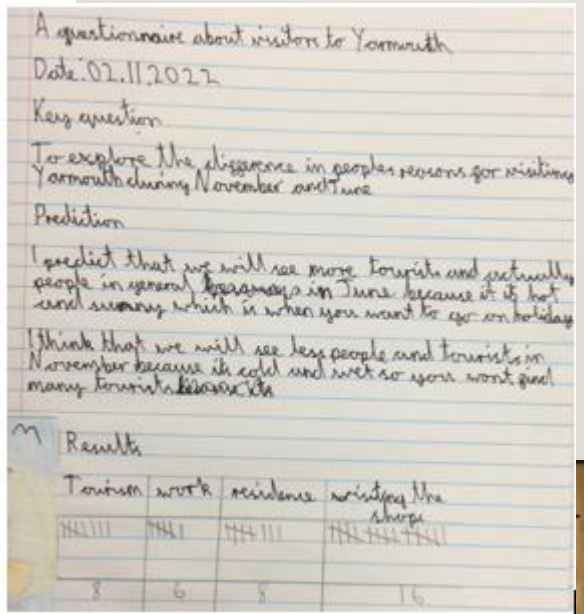
Ask questions, come up with a range of methods to answer the questions through planning fieldwork, collecting field data, making concise judgements and drawing conclusions that show an understanding of other processes.











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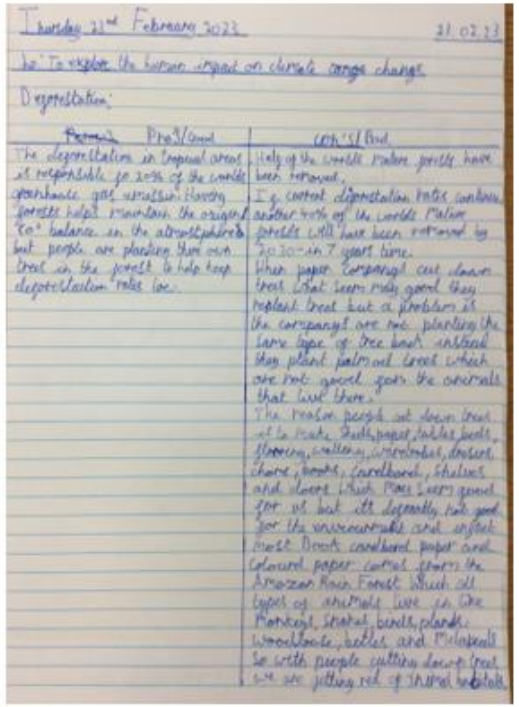
Use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies.

GEOGRAPHY IN YEAR 6 - SHALFLEET

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

LOCATIONAL KNOWLEDGE – SHALFLEET – Y6

PLACE KNOWLEDGE – SHALFLEET – Y6

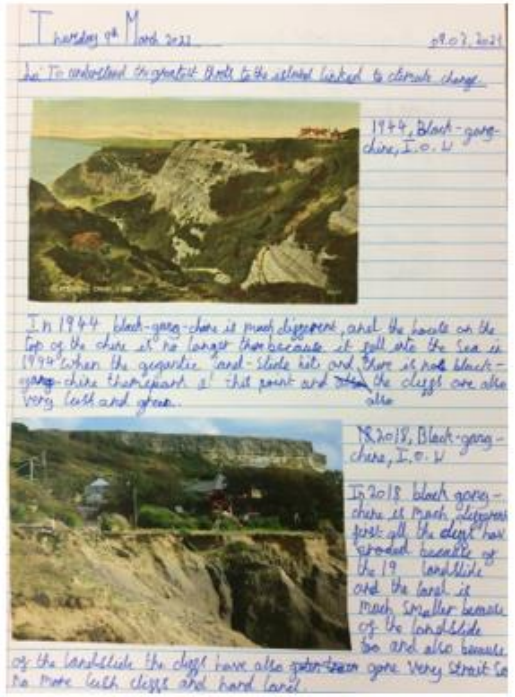


Thursday 23rd February 2023 — 23.02.23

To explore the human impact on climate change

Deforestation

Pro's/Good	Con's/Bad
The deforestation in tropical areas is responsible for 20% of the world's greenhouse gas emission. Having forests helps maintain the oxygen to carbon balance in the atmosphere but people are planting their own trees in the forest to help keep deforestation rates low.	Only 6% of the world's native forests have been removed. If deforestation rates continue another 40% of the world's native forests will have been removed by 2030 - in 7 years time. When paper companies cut down trees that seem really good they replant trees but a problem is the companys are not planting the same type of tree back instead they plant palm oil trees which are not good for the animals that live there. The reason people cut down trees is to make, Bath paper, tables, beds, flooring, rulers, wardrobes, drawers, chairs, books, cardboard, shelves and sheets which does seem good for us but it's actually not good for the environment and impact most. Books, cardboard, paper and coloured paper comes from the Amazon Rain Forest which all types of animals live in like Monkeys, Snakes, birds, plants, Woodlouse, beetles and Millipedes so with people cutting down trees we are killing lots of animal habitats



Thursday 9th March 2023 — 09.03.2023

To understand the greatest threat to the island linked to climate change

1944, Black-gang-chine, I.O.W

In 1944 Black-gang-chine is much different, and the beach on the top of the chine is no longer there because it fell into the sea in 1944 when the geordie land-slide hit and there is not Black-gang-chine there apart of that point and also the cliffs are also very lush and green.

2018, Black-gang-chine, I.O.W

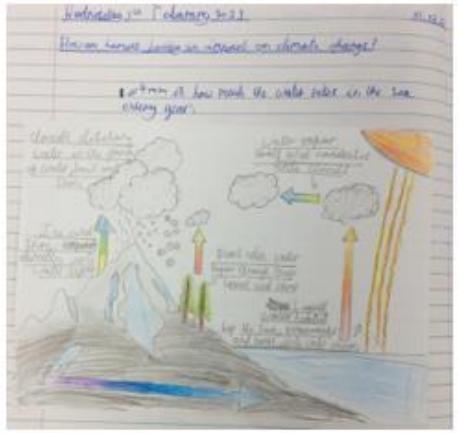
In 2018 Black-gang-chine is much steeper and the cliffs have grassed because of the 19 landslide and the land is much smaller because of the landslide so and also because of the landslide the cliffs have also become more steeper and very streit so no more lush cliffs and hard land.

Place Knowledge:

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

Exploring the impacts of tourism on a local area.

HUMAN FEATURES – SHALFLEET – Y6



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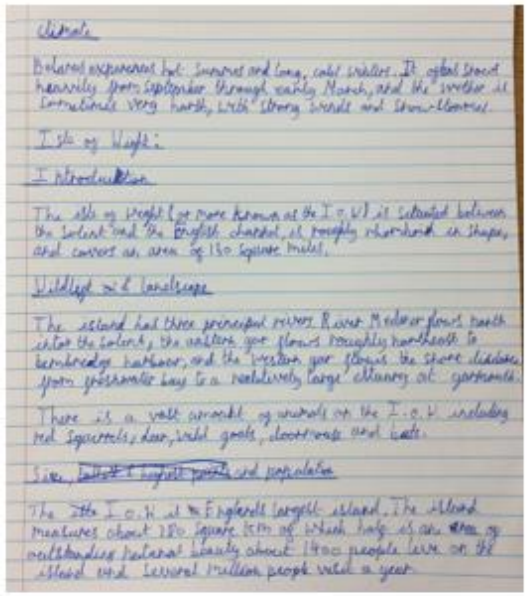
PHYSICAL FEATURES – SHALFLEET – Y6



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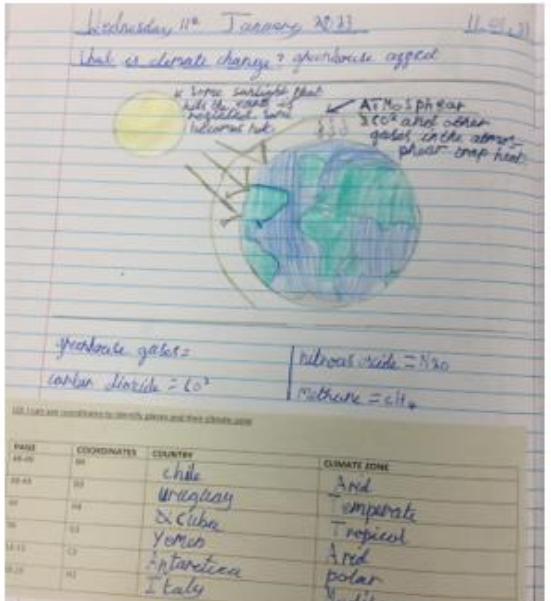
GEOGRAPHICAL SKILLS – SHALFLEET – Y6



Geographical skills and fieldwork:

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Geographical Skills and Fieldwork:

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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.

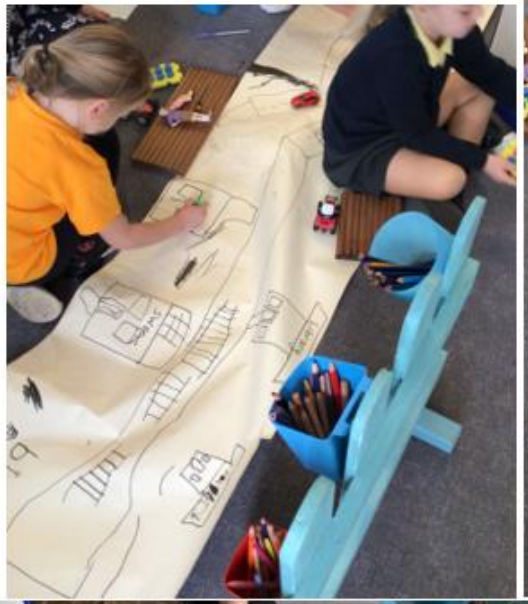
The Natural World:

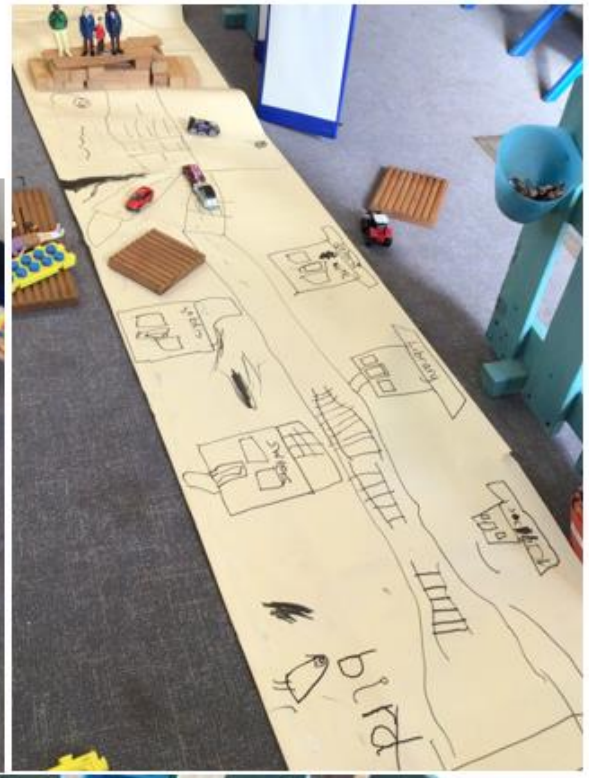
- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important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

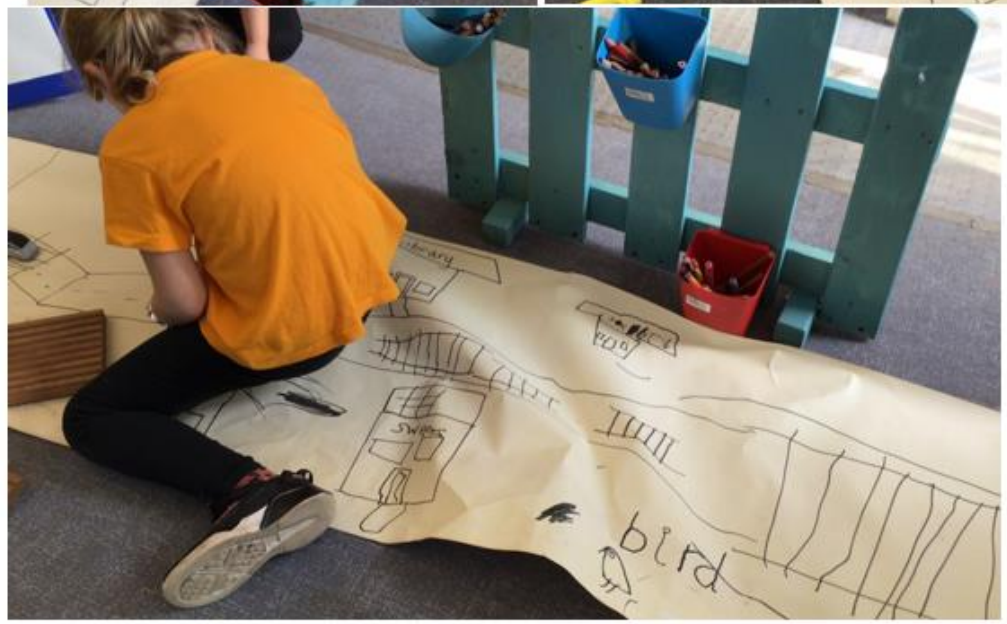
Geography evidence Child led learning

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

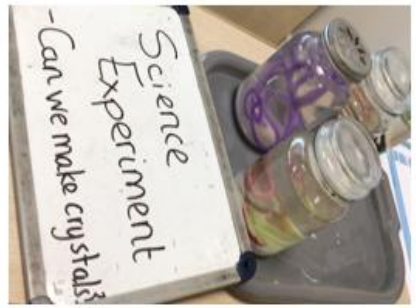
The children followed a map from school to the post box to post their letters to Santa. Along the way we took the opportunity to explore features of buildings and local landmarks. E.g. we discussed how what a building is made of can help us to detect its age. We looked for numbers in buildings which 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.


POSTING
BOX


The Pier
Castle
The George
Harwoods
The Church
River Road
School
Mill Road


Science
Experiment
-Can we make crystals?


cold

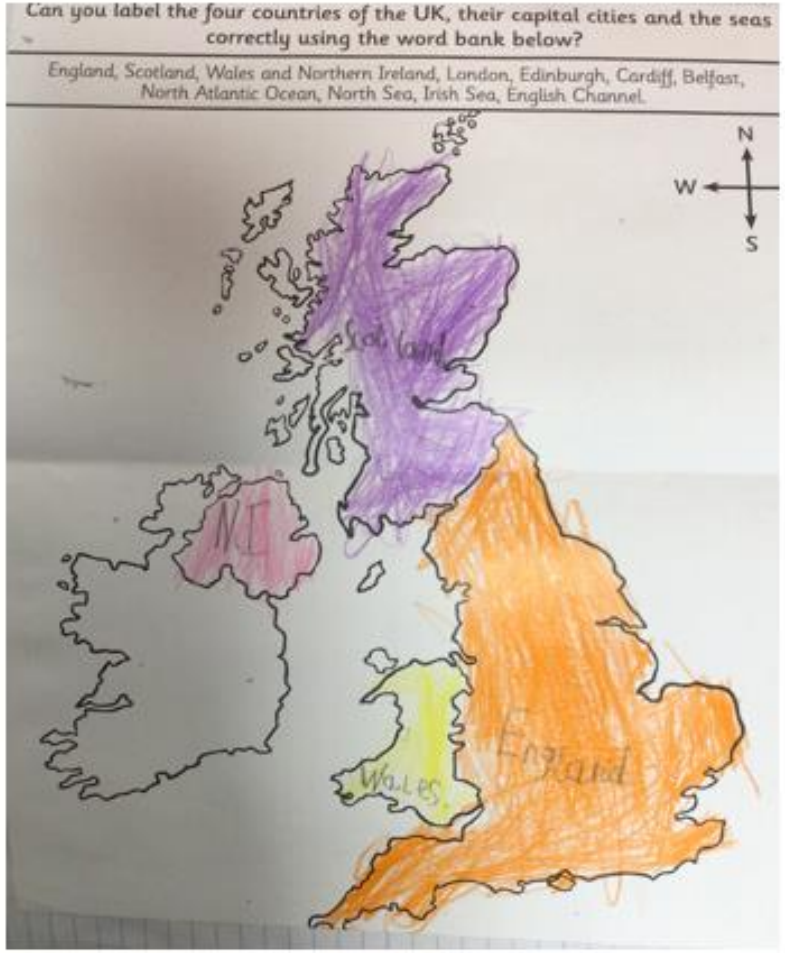

One


Look what we saw on our adventures by school..
the rainbow
iris in the
grass

GEOGRAPHY IN YEAR 1 – YARMOUTH

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

LOCATIONAL KNOWLEDGE – YARMOUTH – Y1

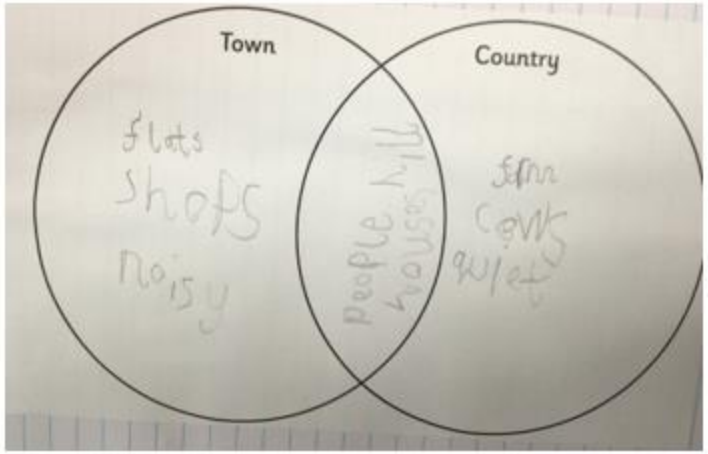


Locational Knowledge:

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

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

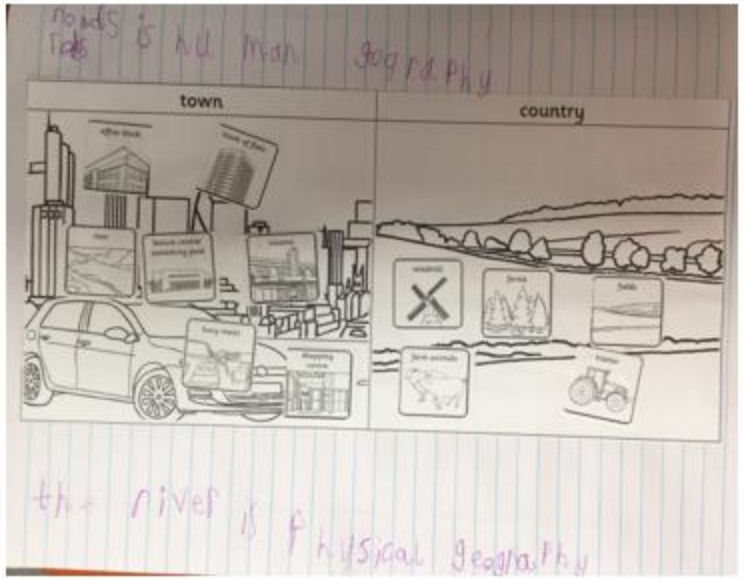
PLACE KNOWLEDGE – YARMOUTH – Y1

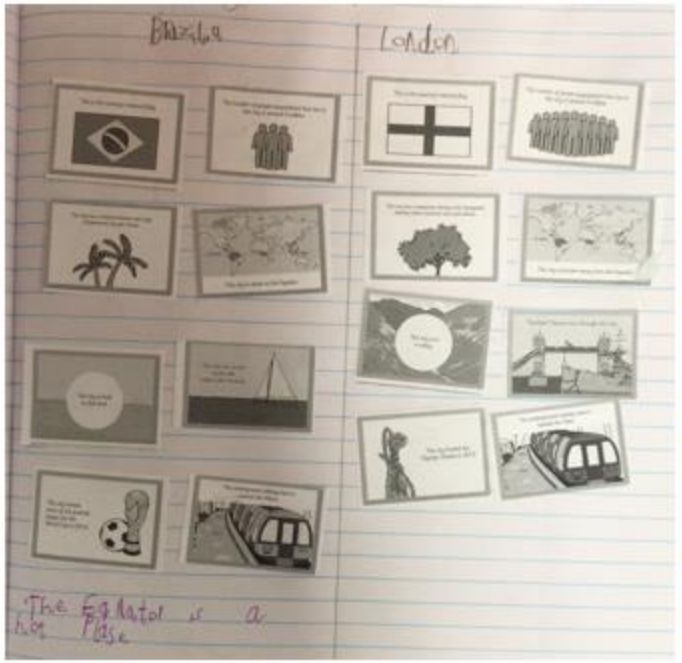


Place Knowledge:

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

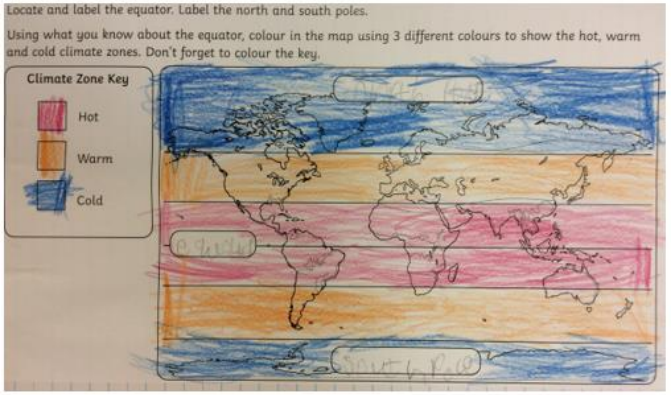
Understand geographical similarities and differences through studying the human and physical geography.

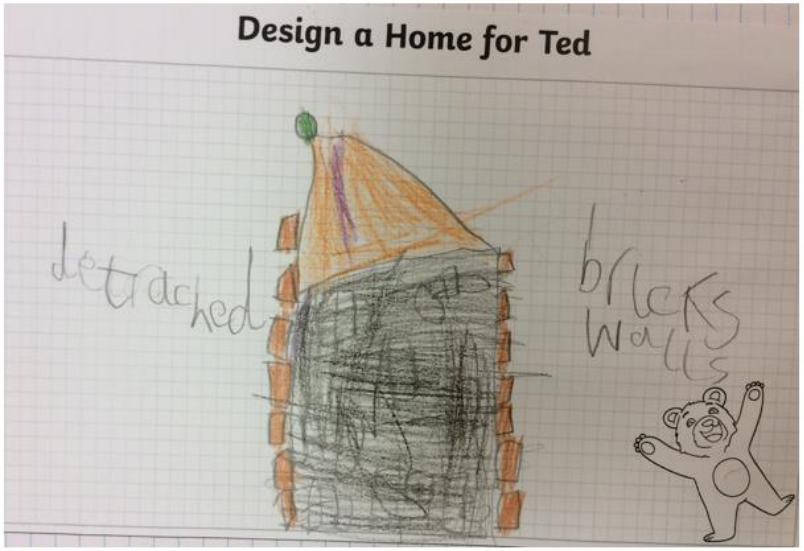




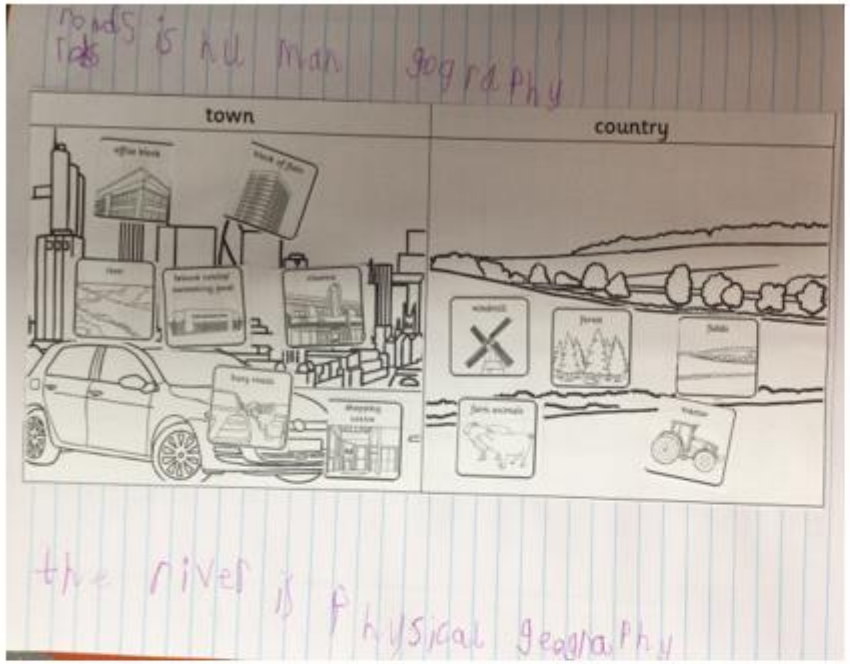
HUMAN FEATURES – YARMOUTH – Y1

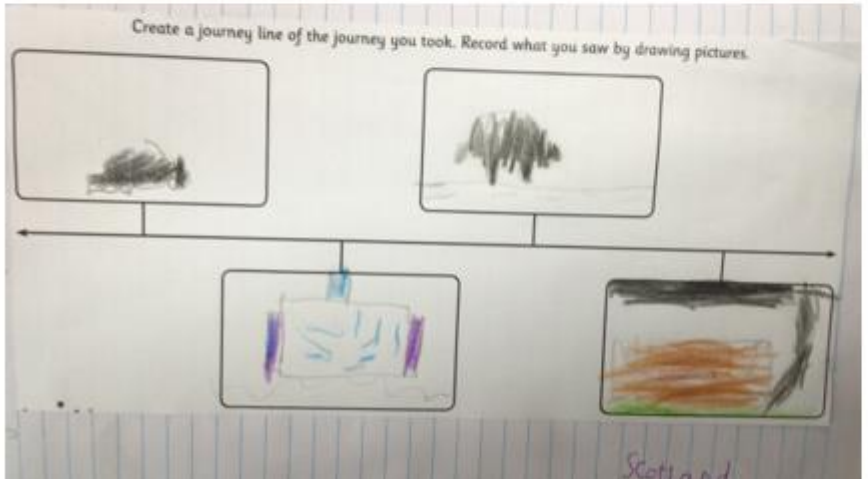
Human and Physical: Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles;





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





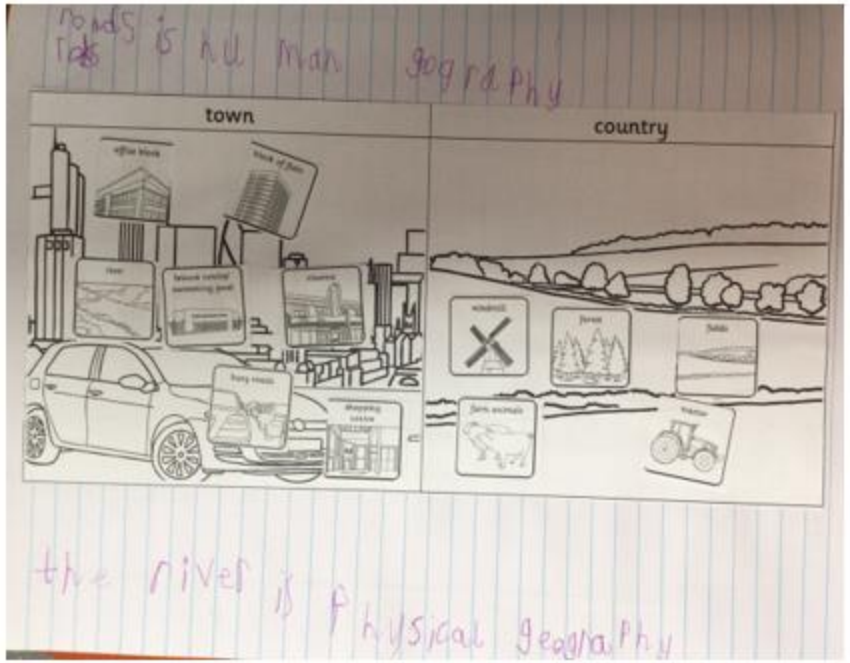
Human and Physical: Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles;

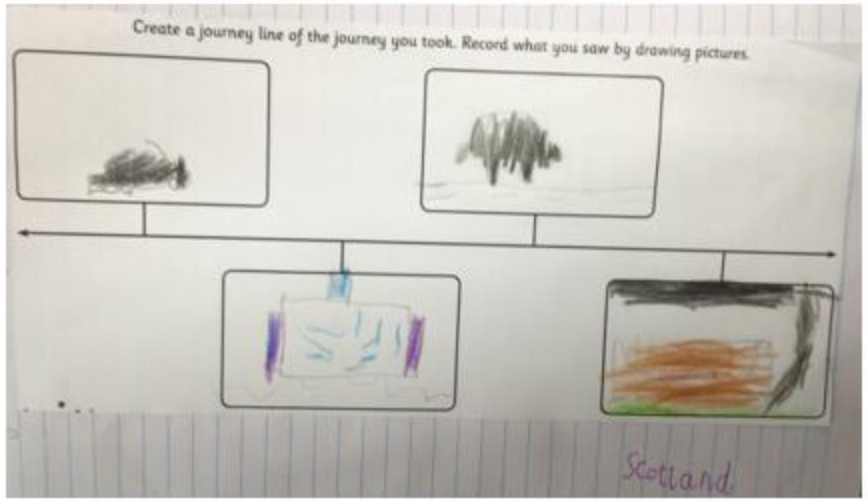
Use basic geographical vocabulary to refer to:

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

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

PHYSICAL FEATURES – YARMOUTH – Y1





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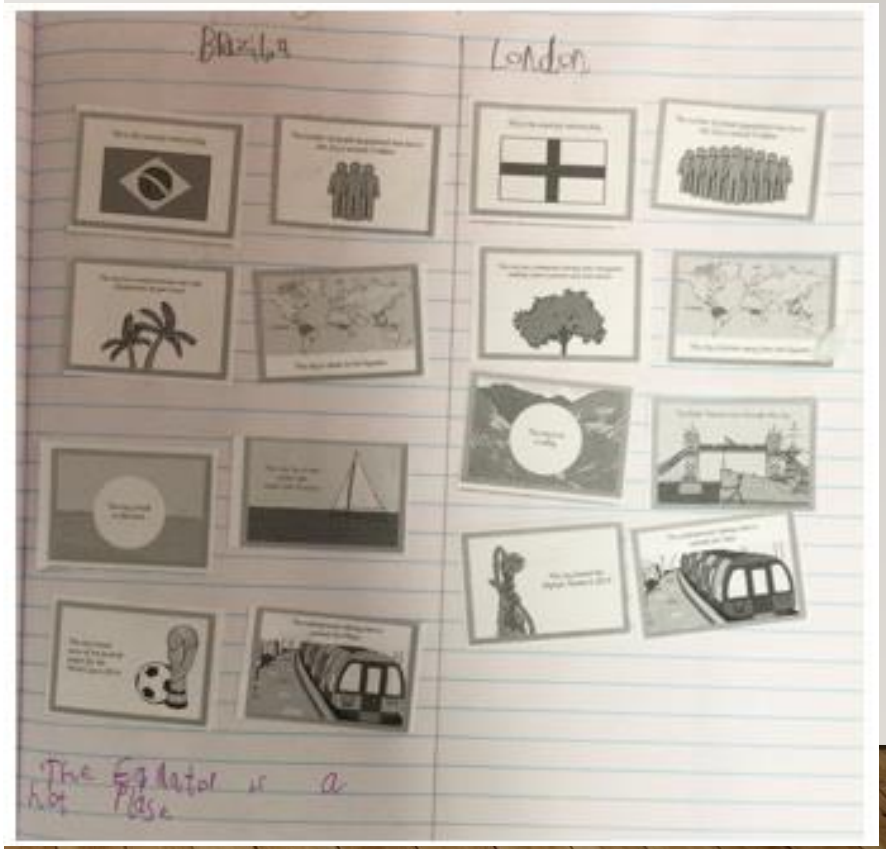
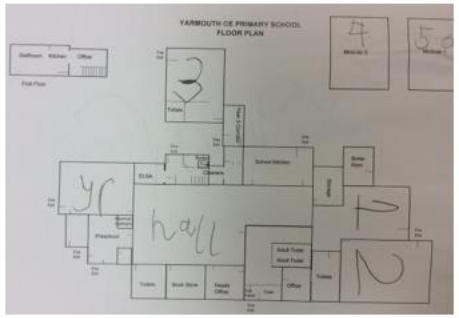
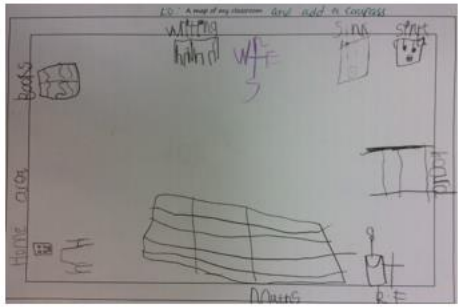
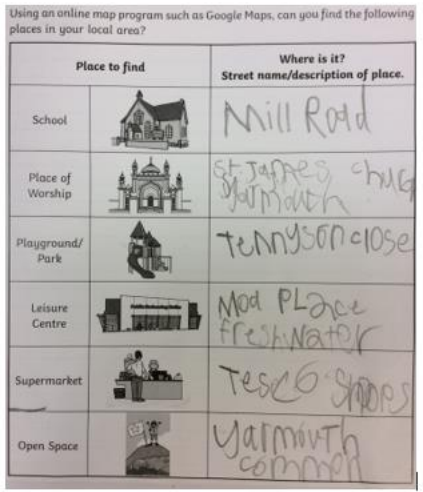


GEOGRAPHICAL SKILLS – YARMOUTH – Y1







Geographical skills

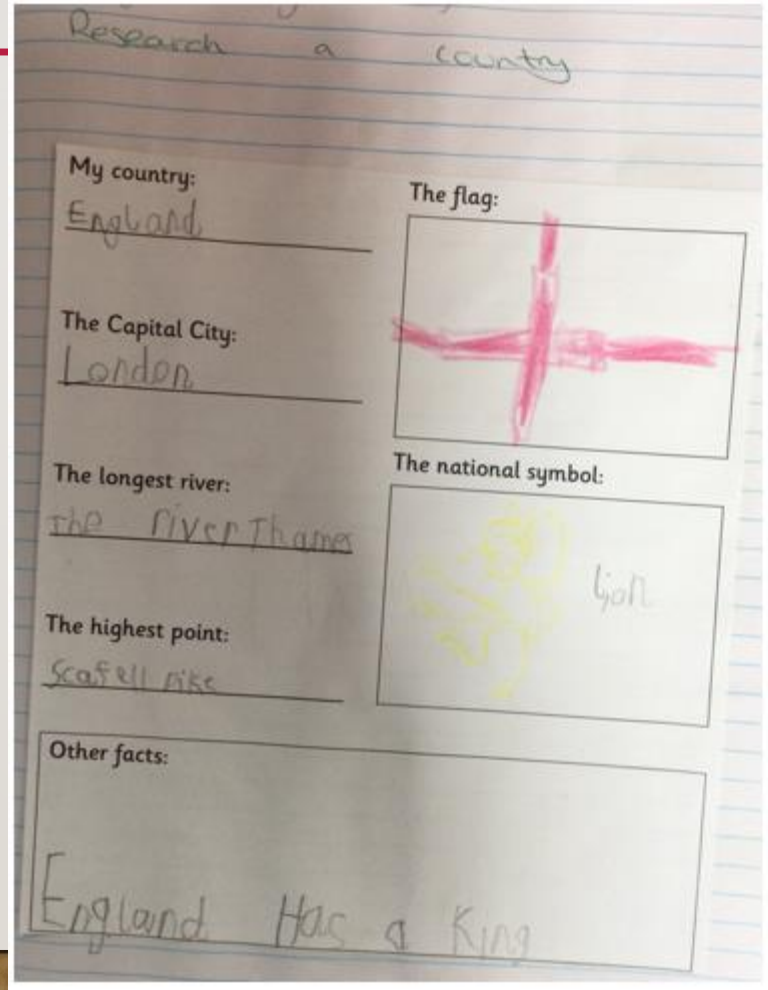
Use simple fieldwork and observational skills to study the geography of Yarmouth and Shalfleet Schools and the grounds including the key human and physical features of the surrounding environment.

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.

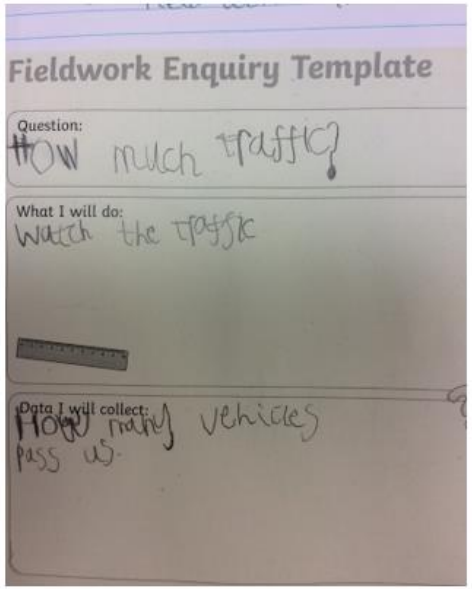
Begin to use locational and directional language to describe the features and routes on a map.



Geographical skills and fieldwork:

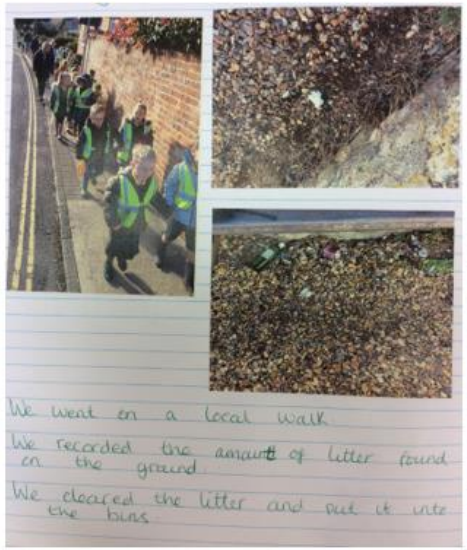
Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.

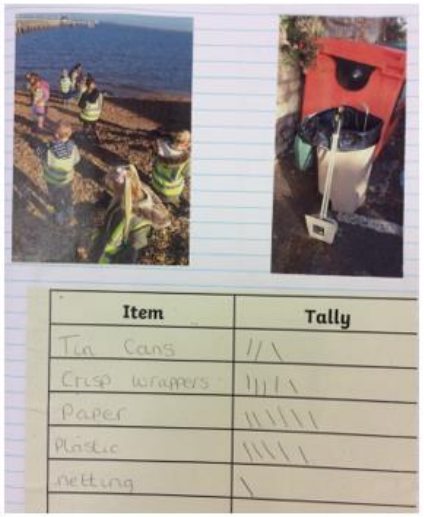
FIELDWORK – YARMOUTH – Y1

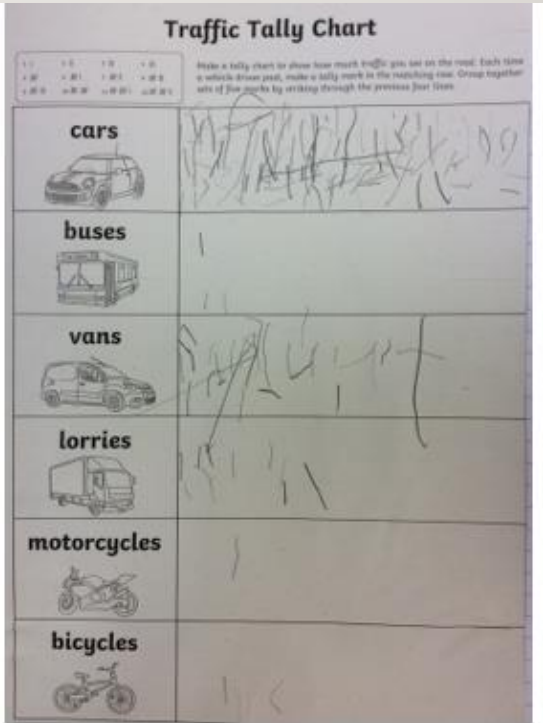


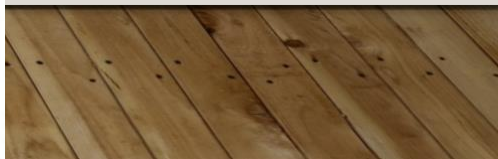
Fieldwork

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.







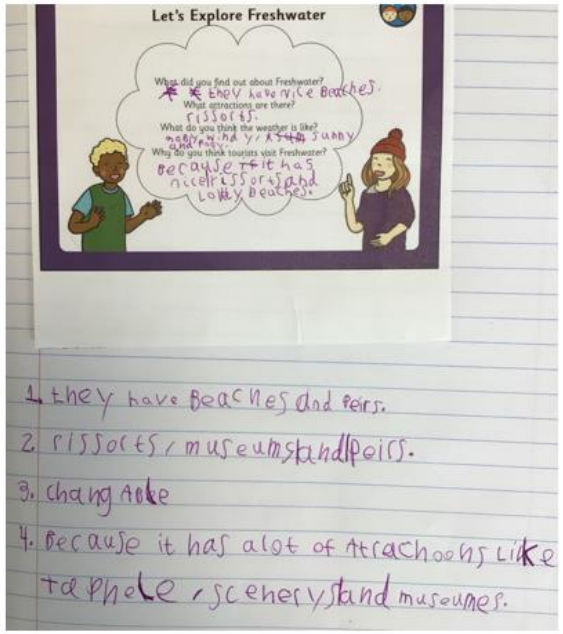


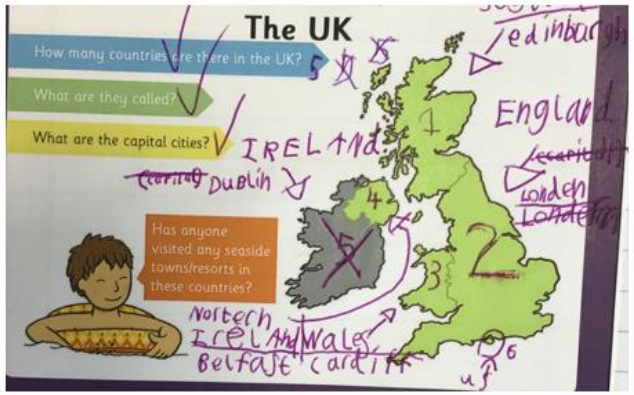
GEOGRAPHY IN YEAR 2 – YARMOUTH

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

LOCATIONAL KNOWLEDGE – YARMOUTH – Y2

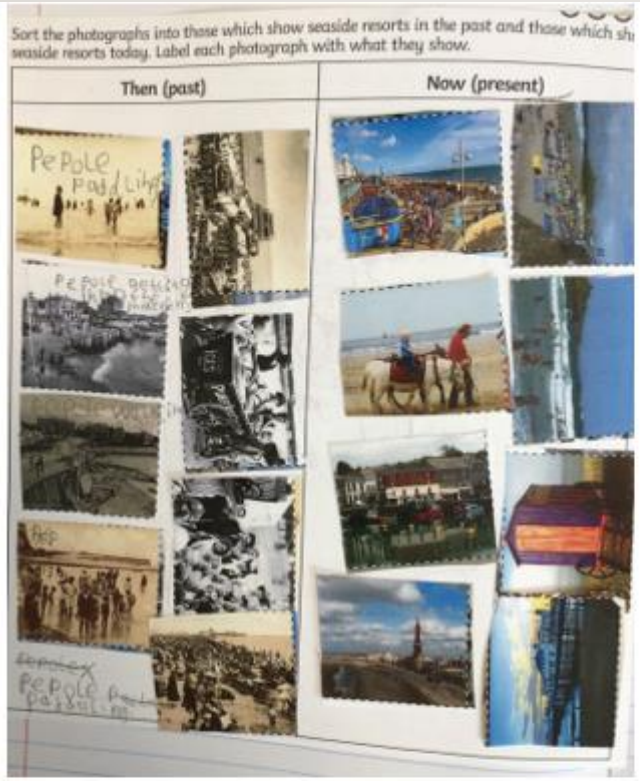
PLACE KNOWLEDGE – YARMOUTH – Y2





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

HUMAN FEATURES – YARMOUTH – Y2



Human and Physical:

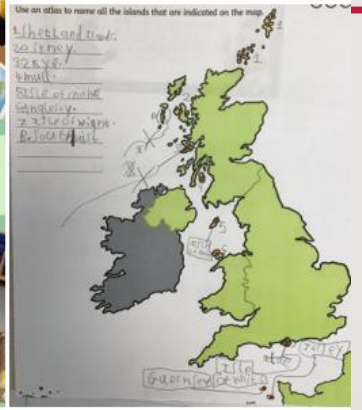
Use World and regional maps, atlases and globes.

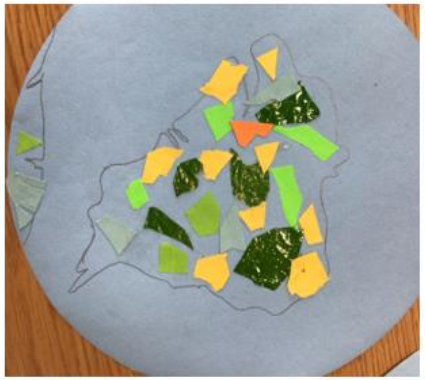
Google Earth.

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

PHYSICAL FEATURES – YARMOUTH – Y2

GEOGRAPHICAL SKILLS – YARMOUTH – Y2





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.

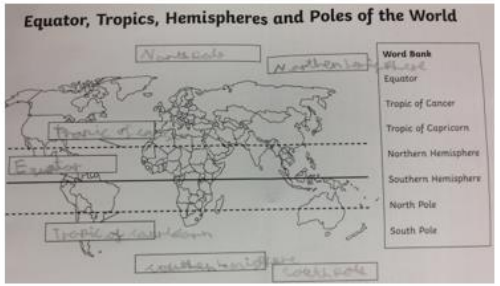
Devise a simple map including a basic key.

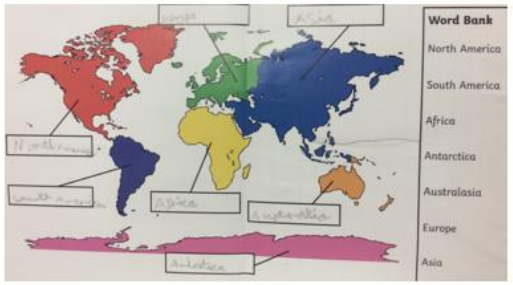
FIELDWORK – YARMOUTH – Y2

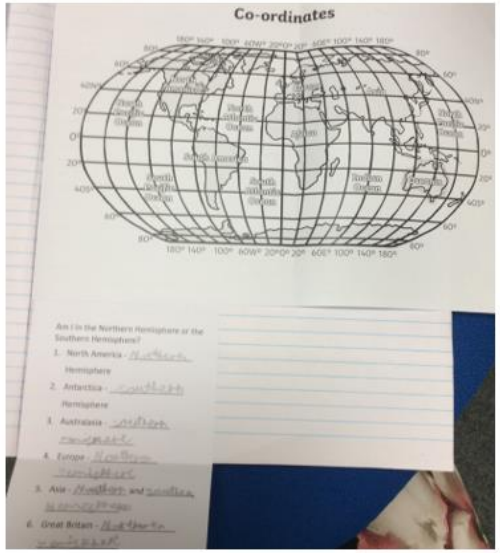
GEOGRAPHY IN YEAR 3 – YARMOUTH

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

LOCATIONAL KNOWLEDGE – YARMOUTH – Y3



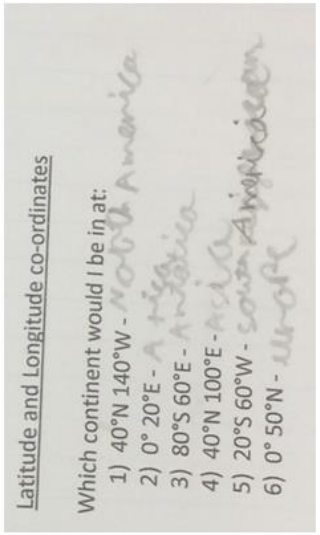




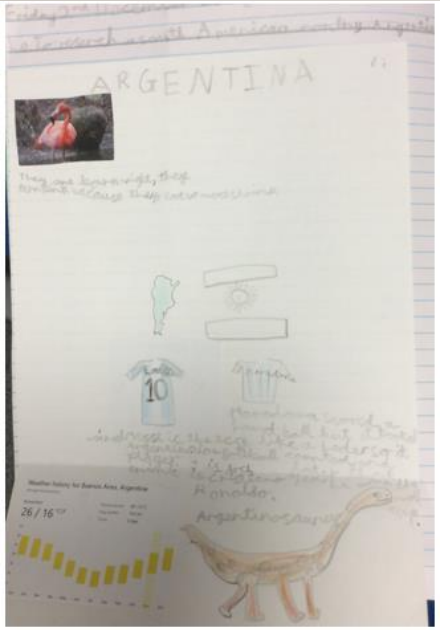
Locational Knowledge:

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



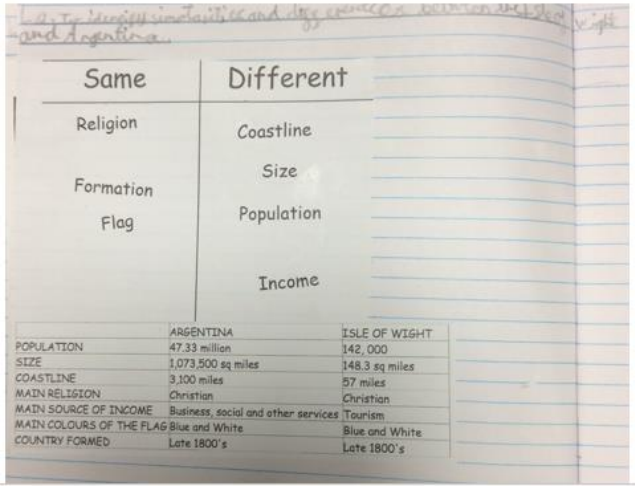
PLACE KNOWLEDGE – YARMOUTH – Y3



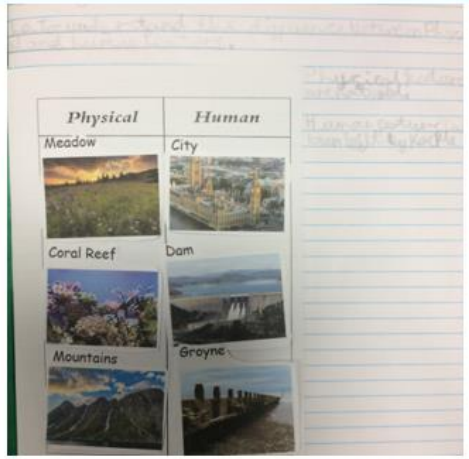
Place Knowledge:

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.

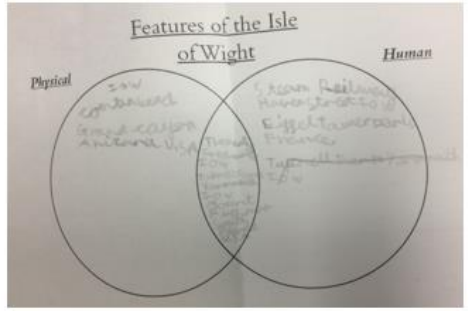


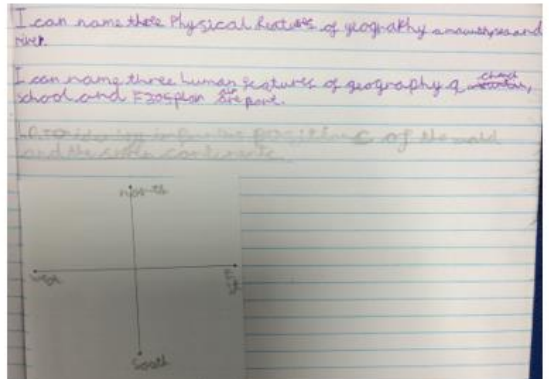
HUMAN FEATURES – YARMOUTH – Y3

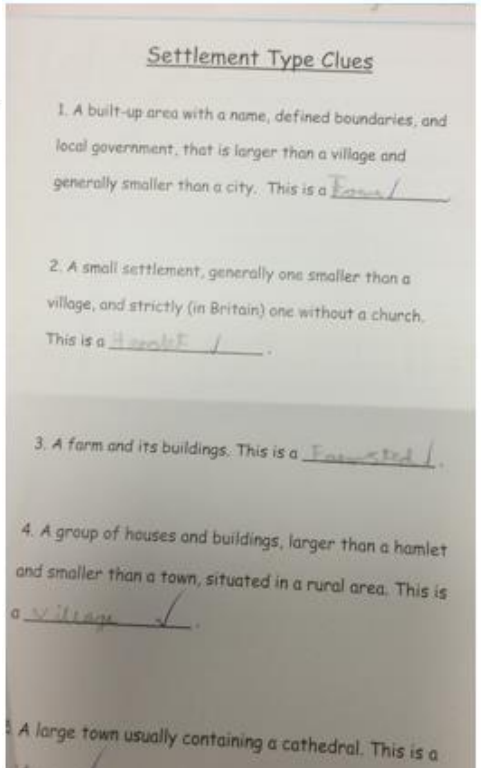


Human and Physical:

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.

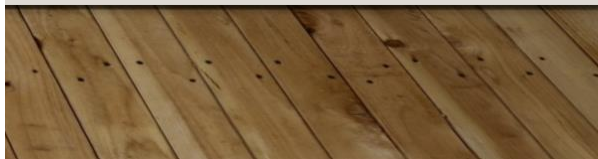




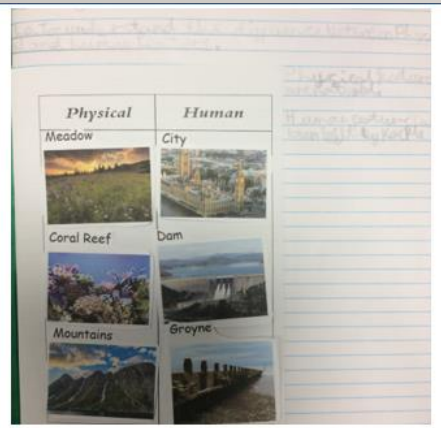


Human and Physical:

Human geography, including: types of settlement and land use

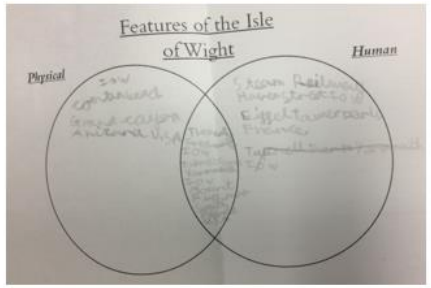


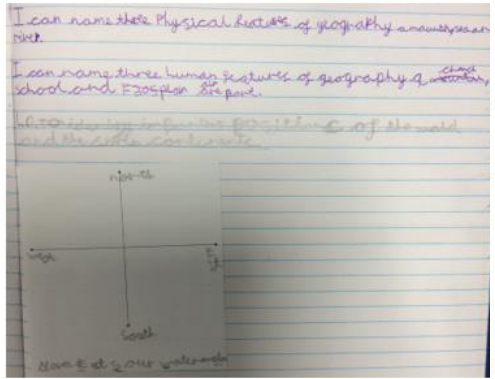
PHYSICAL FEATURES – YARMOUTH – Y3

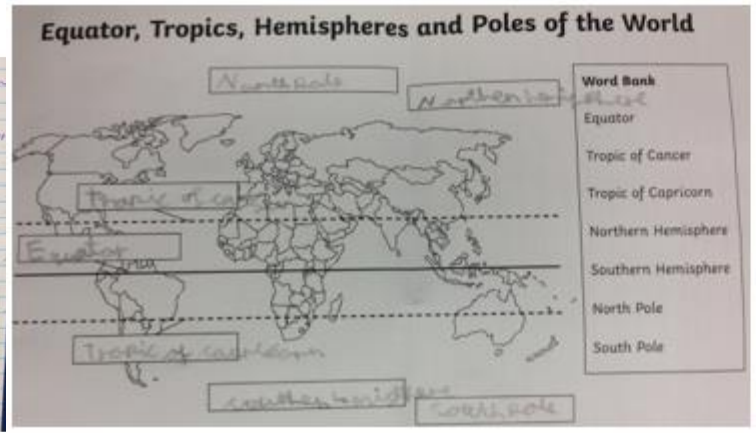


Human and Physical:

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.



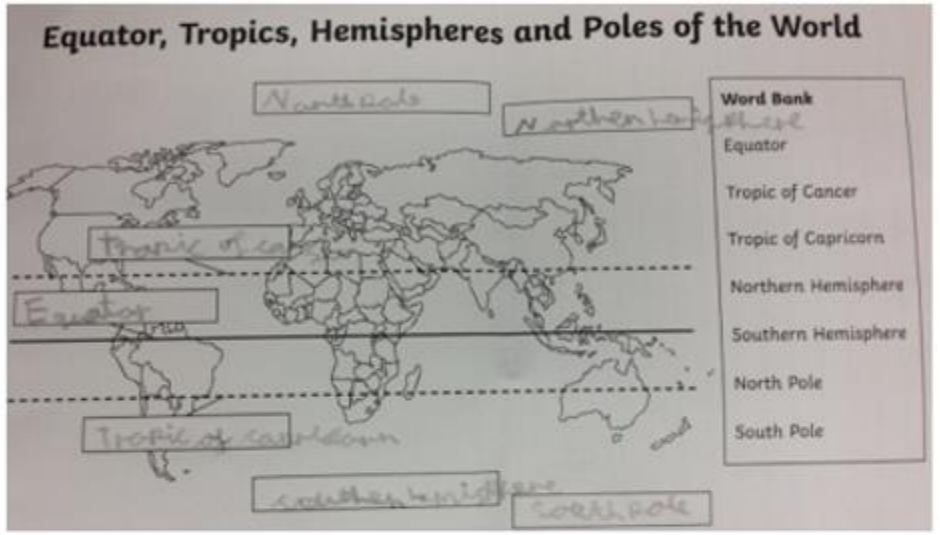




Human and Physical:

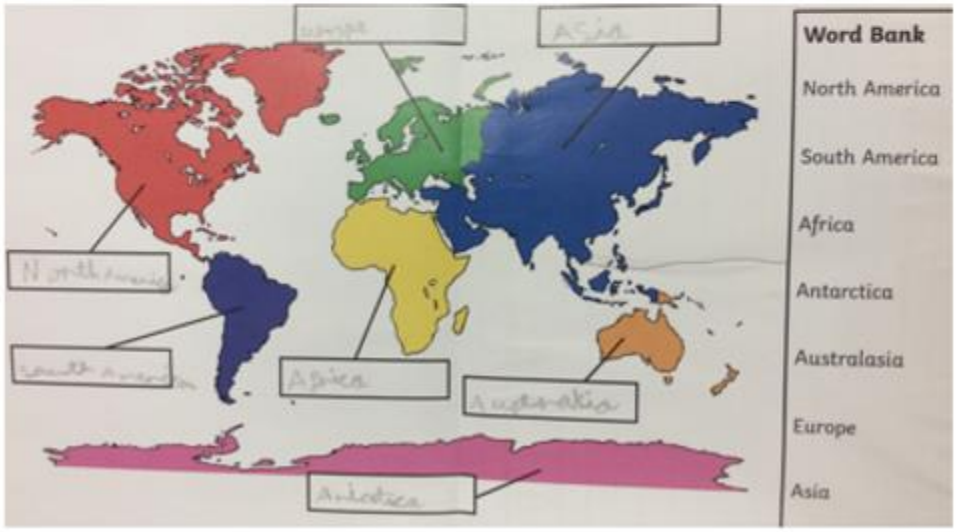
Physical geography, including climate zones

GEOGRAPHICAL SKILLS – YARMOUTH – Y3



Geographical skills and fieldwork:

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

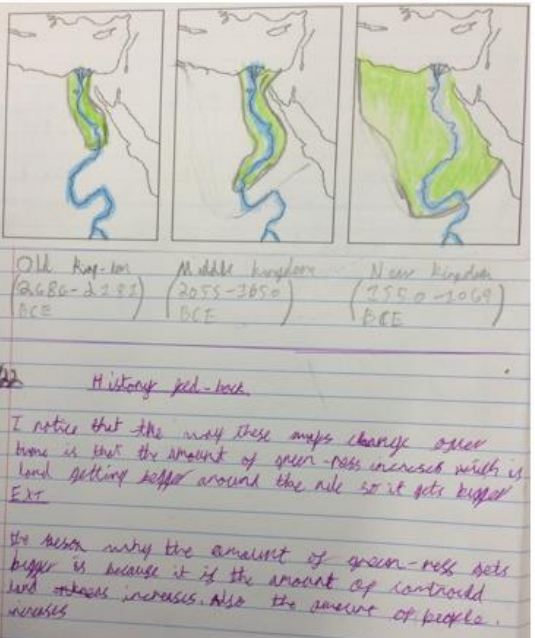


FIELDWORK – YARMOUTH – Y3

GEOGRAPHY IN YEAR 4 – YARMOUTH

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

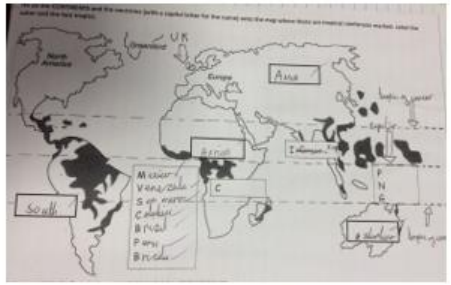
LOCATIONAL KNOWLEDGE – YARMOUTH – Y4

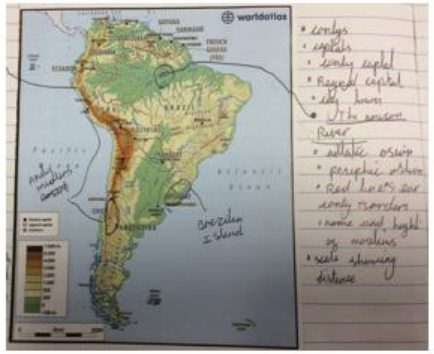


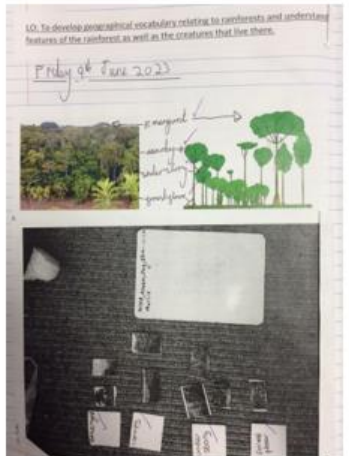
Locational Knowledge:

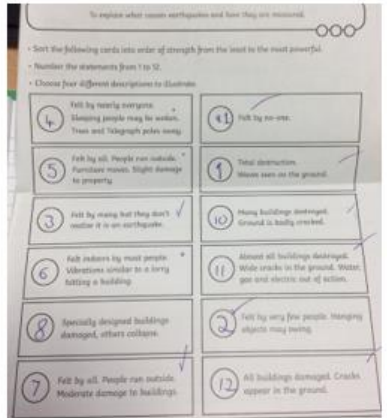
Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.

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.









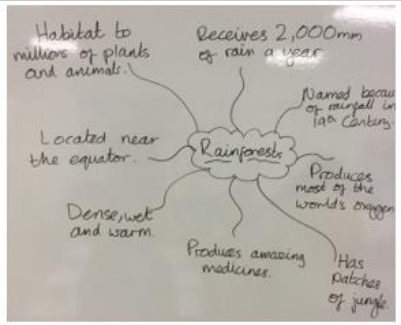
Locational Knowledge:

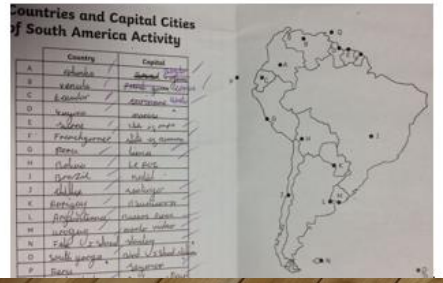
Identify Globally significant places, terrestrial and marine environments.

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

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

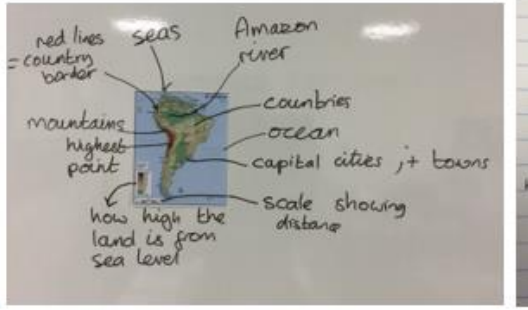
PLACE KNOWLEDGE – YARMOUTH – Y4

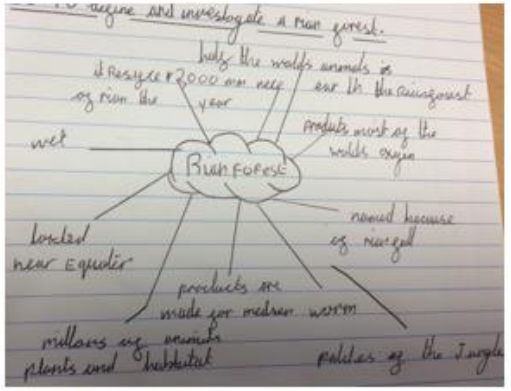


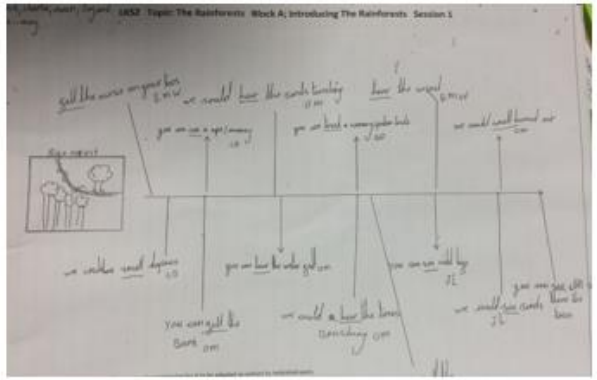


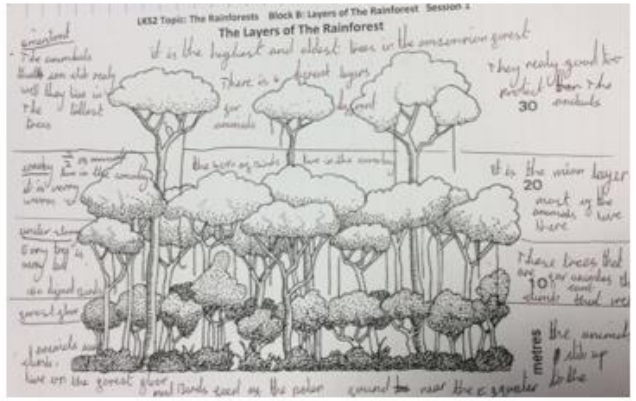
Place Knowledge:

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





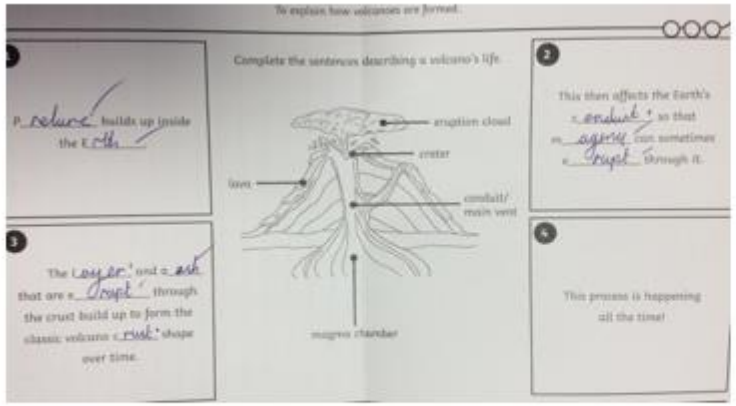


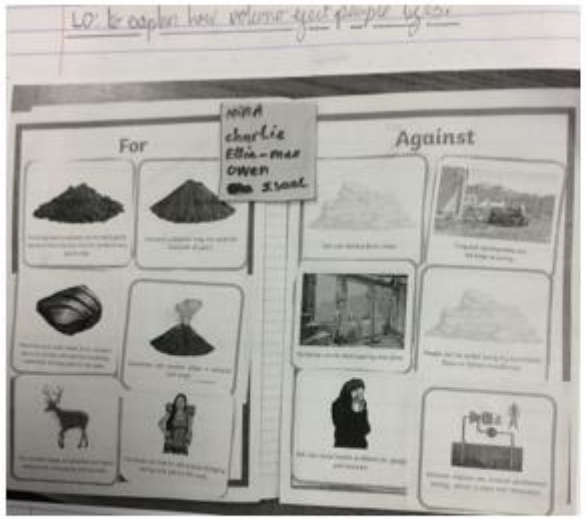


Place Knowledge:

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 FEATURES – YARMOUTH – Y4

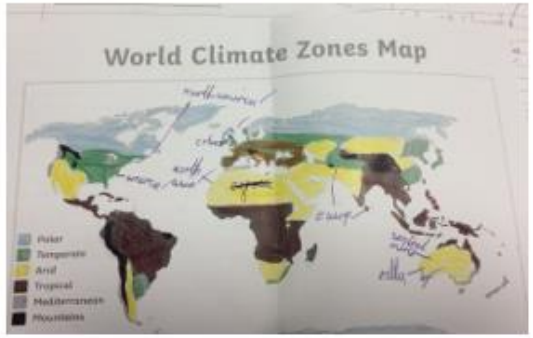




Human and Physical:

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.

PHYSICAL FEATURES – YARMOUTH – Y4



Human and Physical:

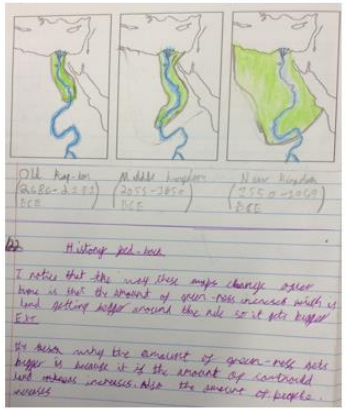
Physical geography, including climate zones, volcanoes, tornadoes, tsunamis, earthquakes and the water cycle.

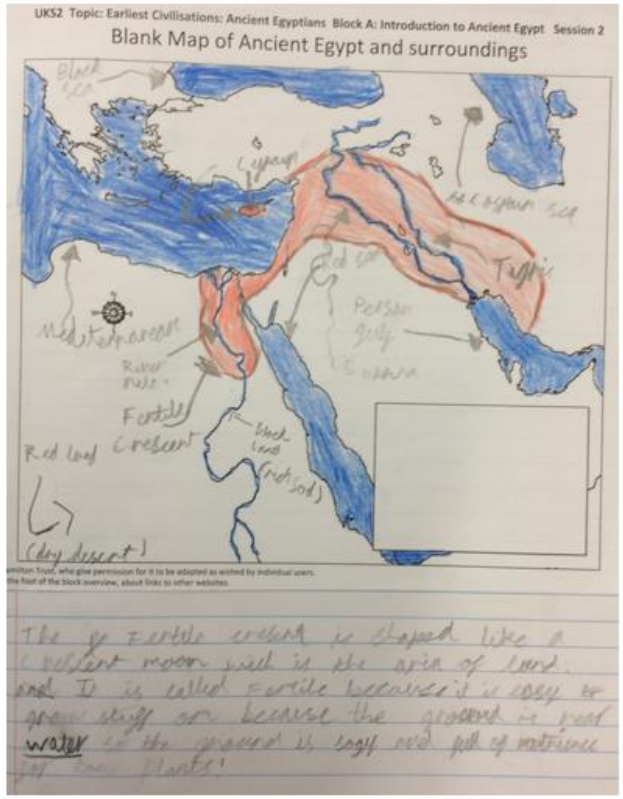
Human geography, including: types of settlement and land use

GEOGRAPHICAL SKILLS – YARMOUTH – Y4

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.





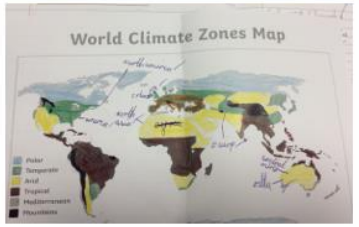
Geography skills

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

Human and Physical:

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

Human geography, including: types of settlement and land use



Geographical Skills and Fieldwork:

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

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

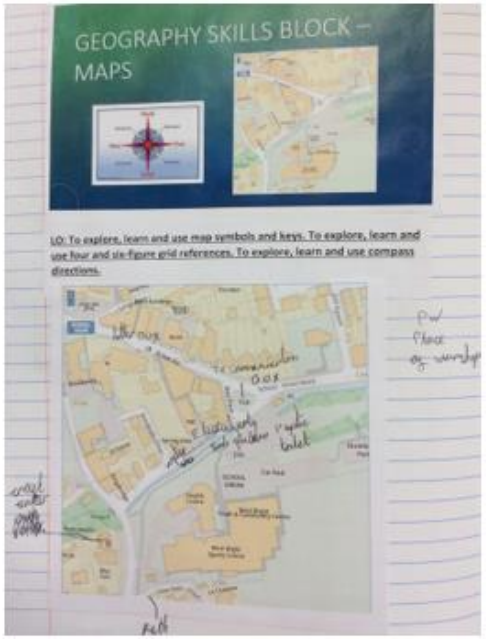
Continue to develop their knowledge of the United Kingdom and the wider world.

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

FIELDWORK – YARMOUTH – Y4

Geographical skills and fieldwork:

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



Geographical skills and fieldwork:

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

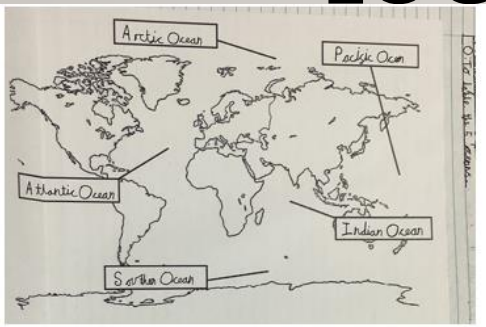
Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

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.

GEOGRAPHY IN YEAR 5 – YARMOUTH

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

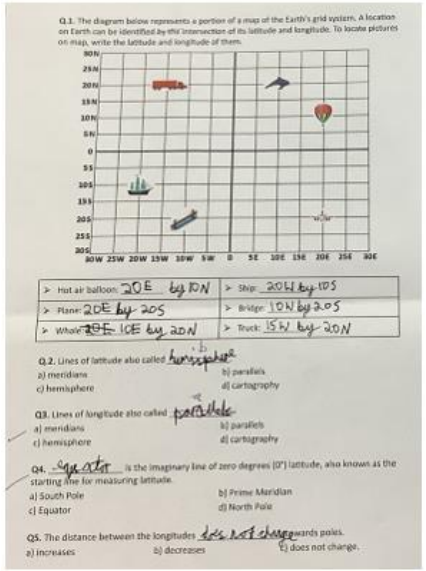
LOCATIONAL KNOWLEDGE – YARMOUTH – Y5



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:

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

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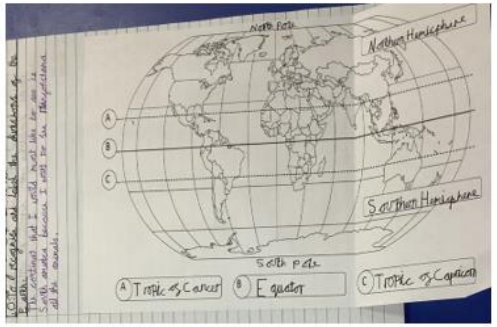
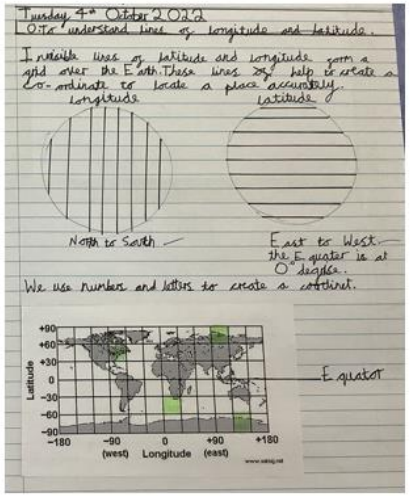
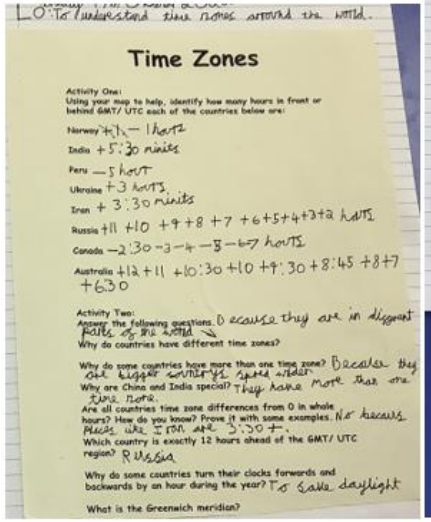
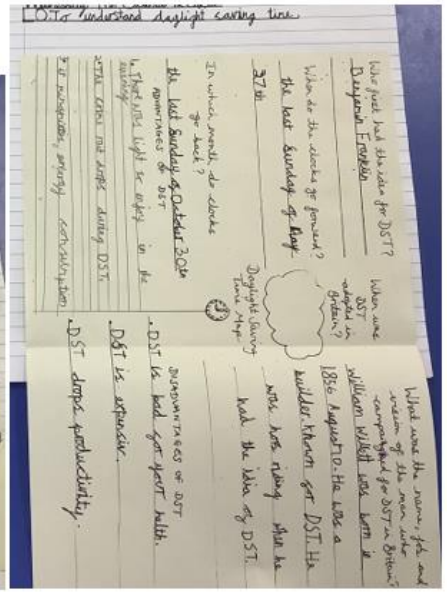
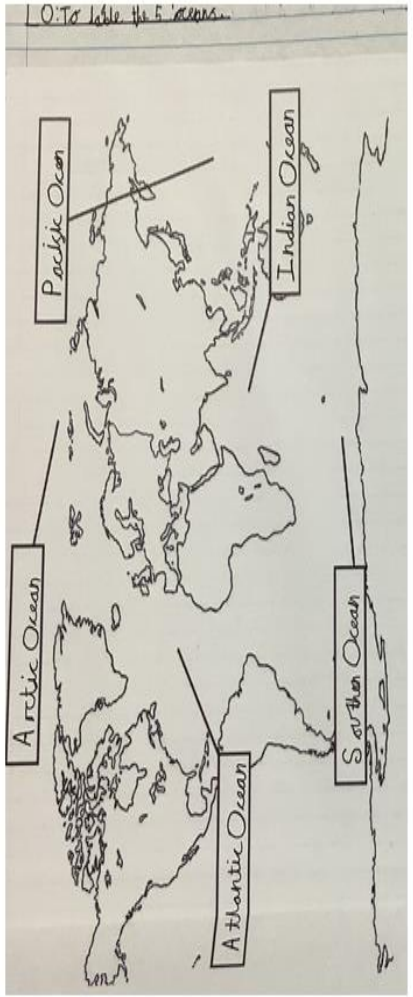








PLACE KNOWLEDGE – YARMOUTH – Y5



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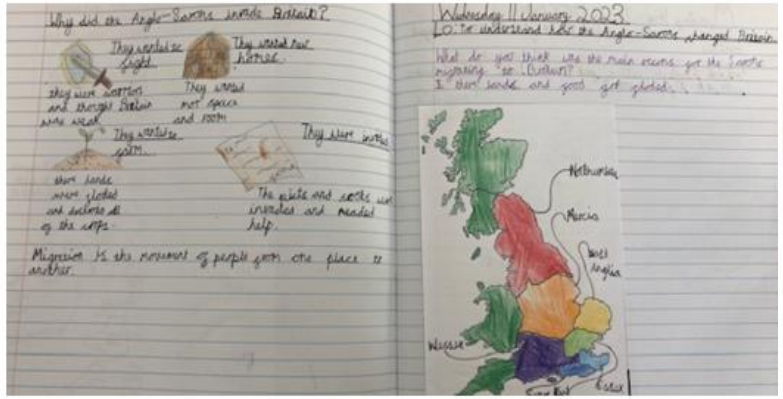
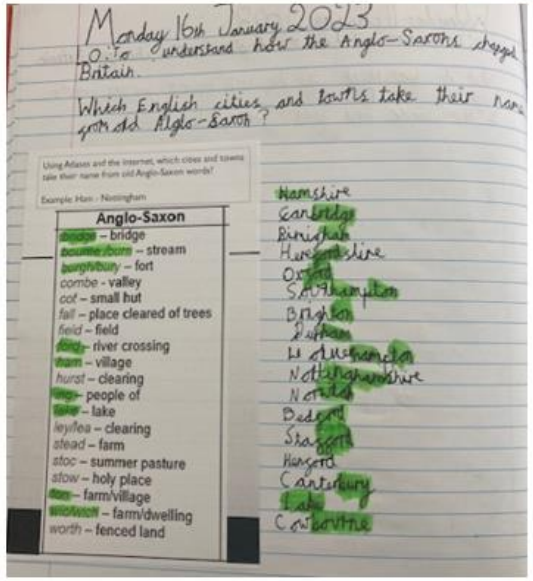
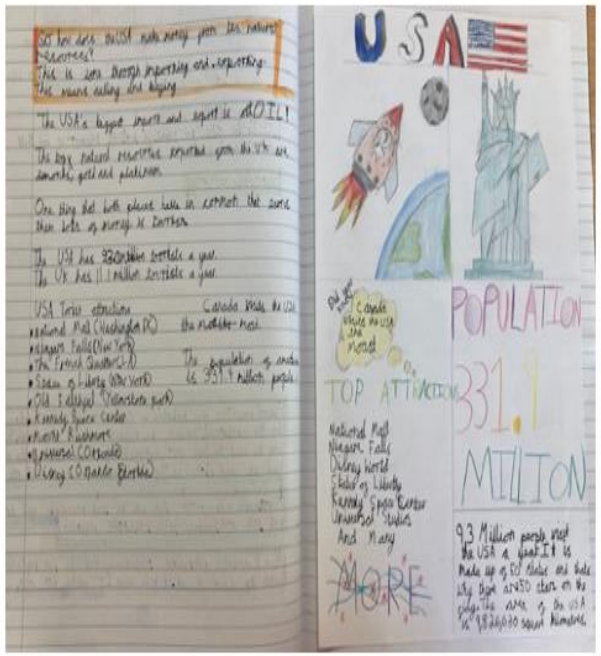
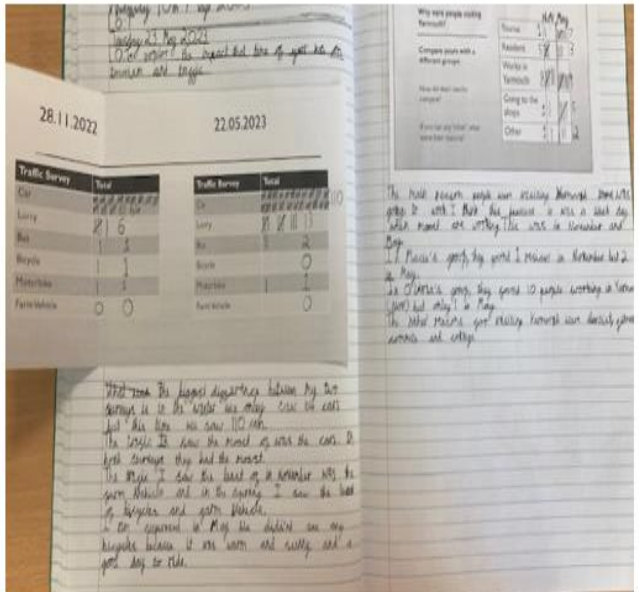




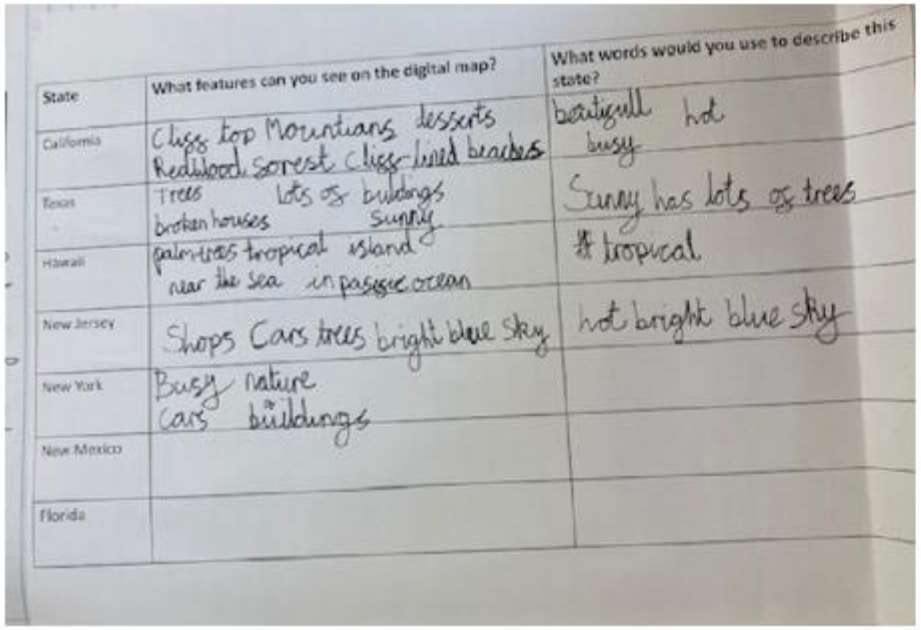


Place Knowledge:

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 FEATURES – YARMOUTH – Y5



State	What features can you see on the digital map?	What words would you use to describe this state?
California	Cliffs top Mountains desserts Redwood forest Cliff-lined beaches	beautiful hot busy
Texas	Trees Lots of buildings broken houses sunny	Sunny has lots of trees
Hawaii	palm trees tropical island near the sea in pacific ocean	# tropical
New Jersey	Shops Cars trees bright blue sky	hot bright blue sky
New York	Busy nature cars buildings	
New Mexico		
Florida		

A settlement is a place where people come to live.

5

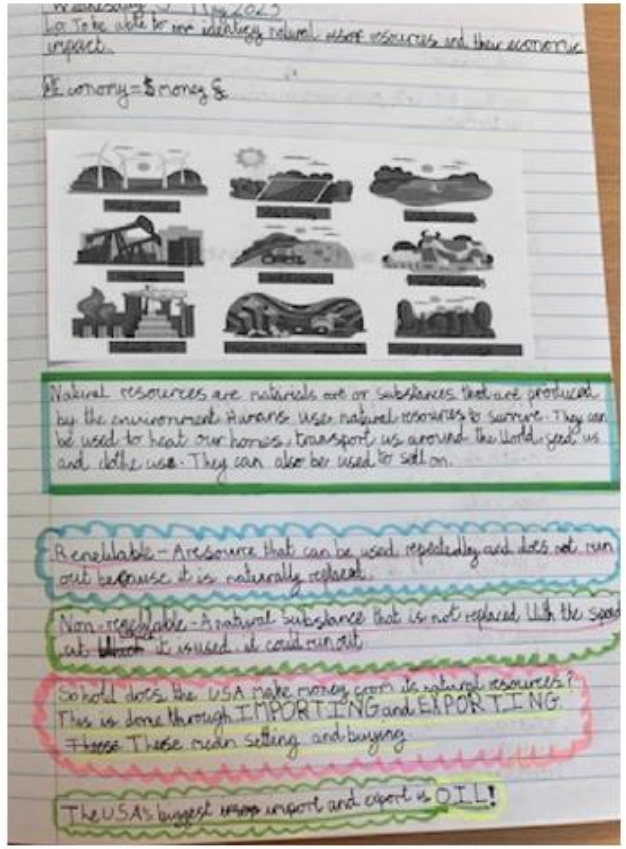
Types of Land use

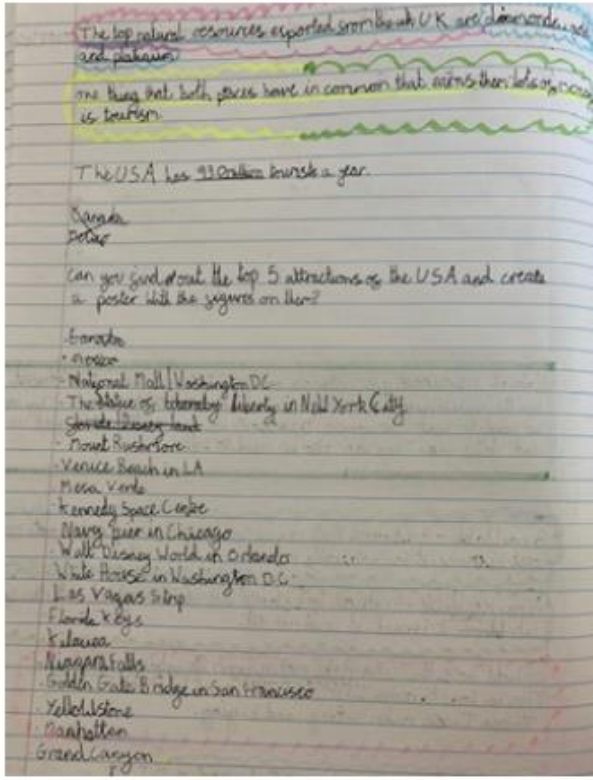
Human and Physical:

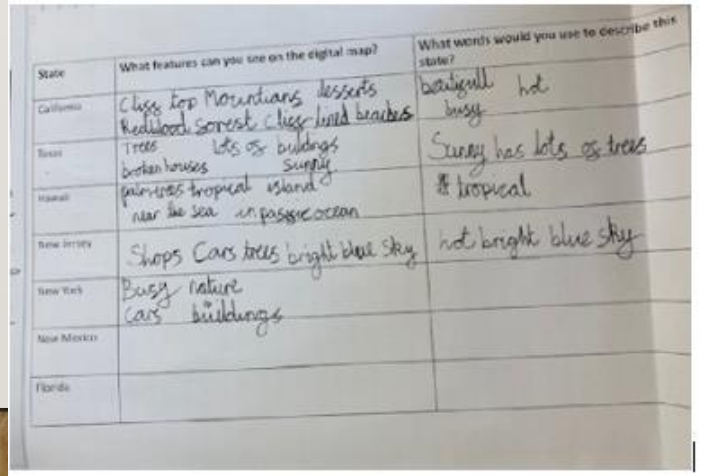
Physical geography, including climate zones, biomes and vegetation belts, **mountains** and the water cycle.

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;

PHYSICAL FEATURES – YARMOUTH – Y5







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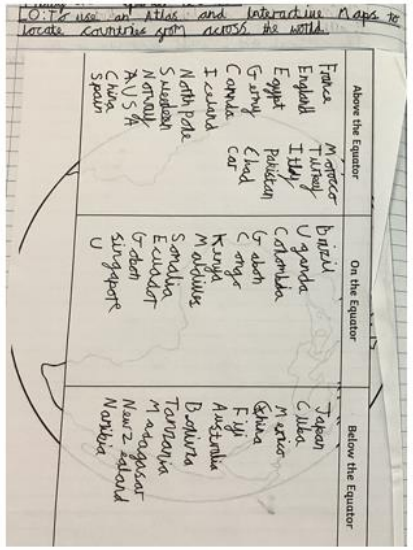
GEOGRAPHICAL SKILLS – YARMOUTH – Y5

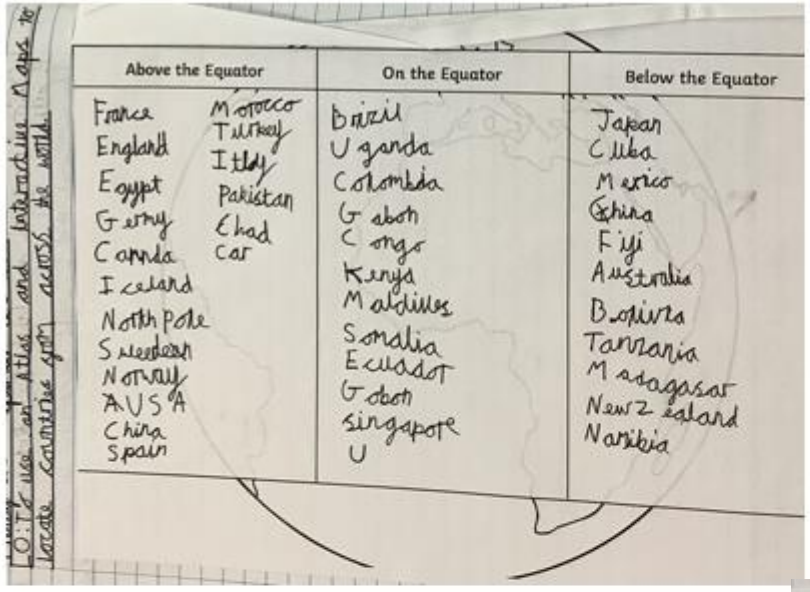


Geographical skills and fieldwork:

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.



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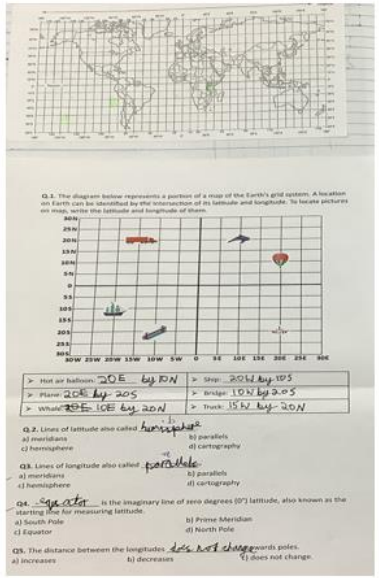
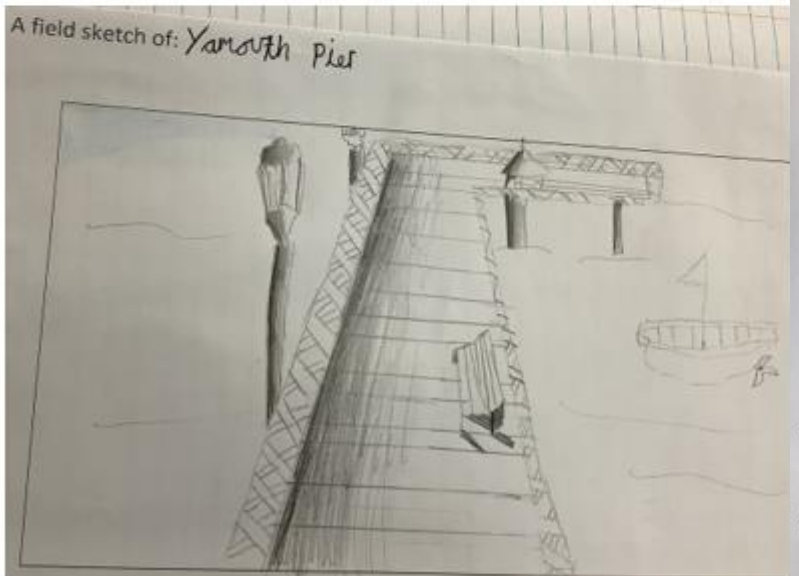
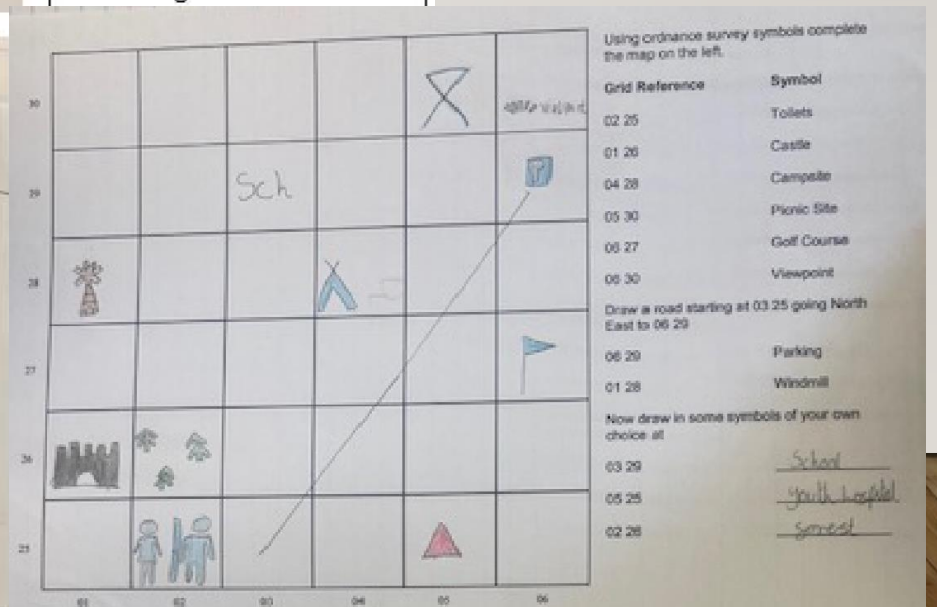
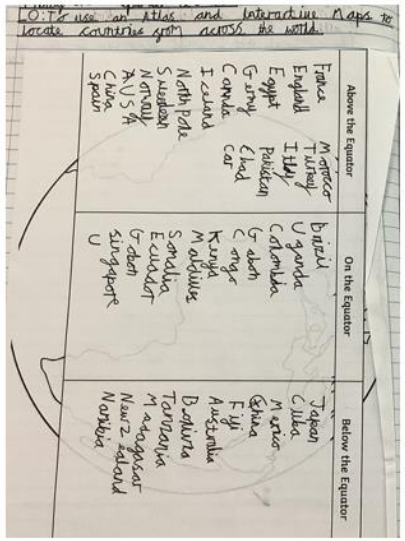






FIELDWORK – YARMOUTH – Y5



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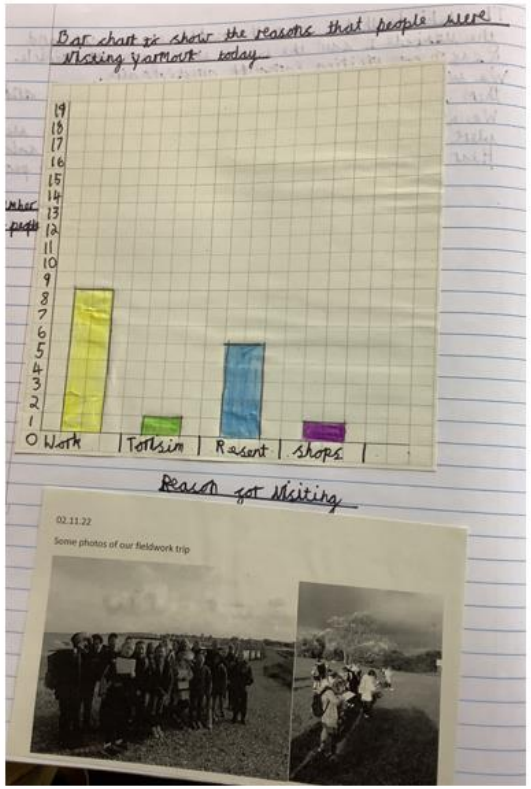
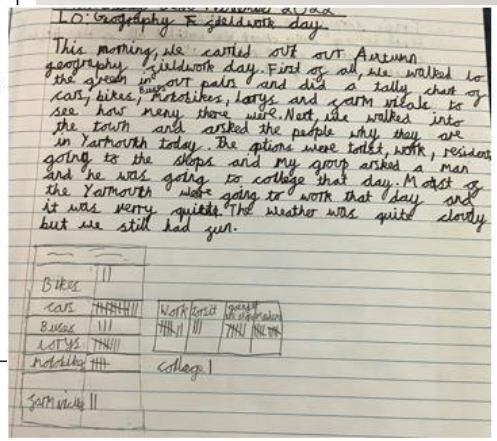
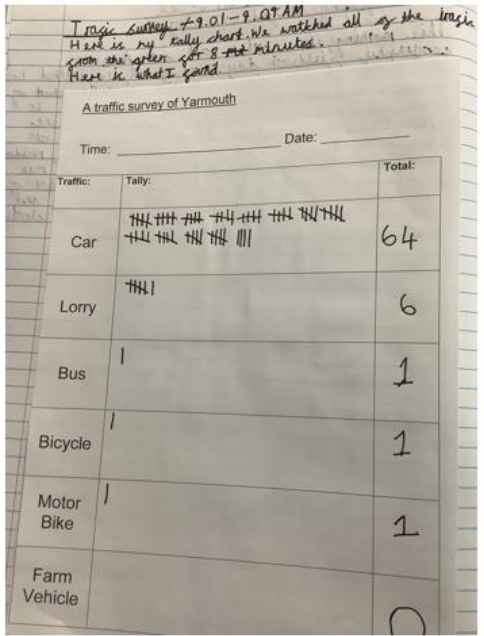
Fieldwork

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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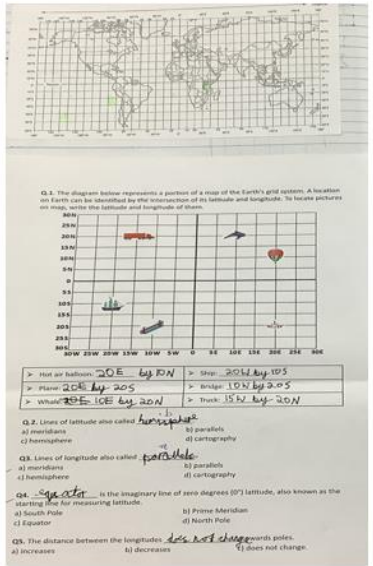
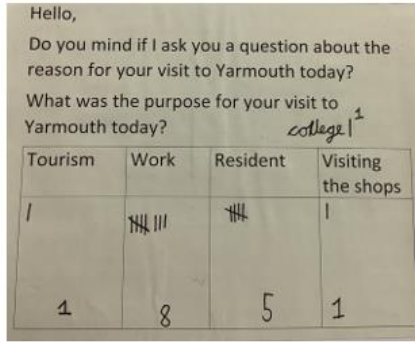




GEOGRAPHY IN YEAR 6 – YARMOUTH

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

LOCATIONAL KNOWLEDGE – YARMOUTH – Y6

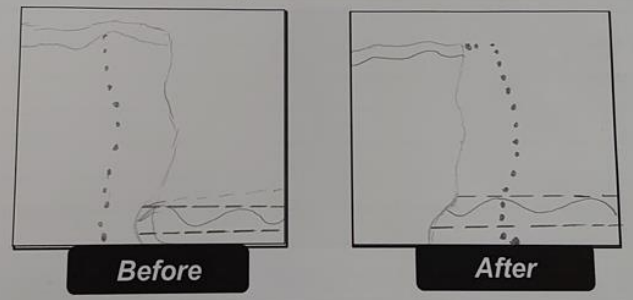
Locational Knowledge:

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

AXIS POWERS (3 MAIN ONES)	ALLIES (THERE WERE MORE THAN THIS)
11. Germany 49°0'0"N 11°0'0"E	1. ~~Great britain~~ United kingdom 50°0'0"N 1°0'0"W
12. Italy 45°0'0"N 15°0'0"E	2. Russia 55°0'0"N 35°0'0"E
13. Japan 33°0'0"N 135°0'0"E	3. France 48°0'0"N – 2°0'0"E –
	4. Greece 40°0'0"N – 25°0'0"E
	5. Norway 60°0'0"N 10°0'0"E
	6. Netherlands 50°0'0"N 6°0'0"E
	7. Australia 20°0'0"S 123°0'0"E
	8. china 33°0'0"N 105°0'0"E
	9. India 80°0'0"E 20°0'0"N
	10. United states 37°~~46~~2°N 95°7129°W

What is the main difference that you notice in both of these maps?

The main difference is that the cliffs have eroded.



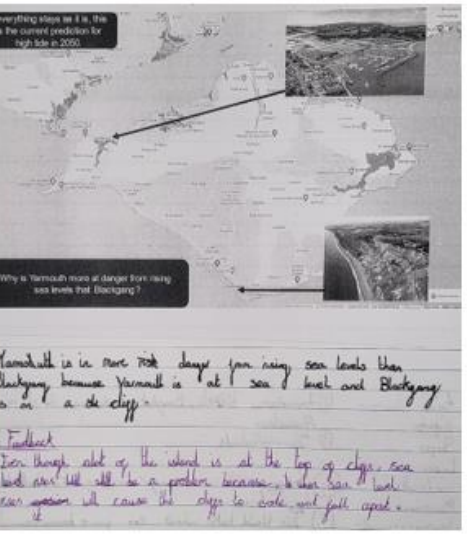
7/7

Can you create a similar before and after diagram in your books.

However, instead of labelling the diagram, you will complete a stem sentence using pre-set words.

The waves ✓ crash into the base ✓ of the cliff. This cuts a notch ✓ into the cliff. This erodes ✓ away at different levels during high or low tides ✓. Eventually, the cliff loses so much of its support ✓ that it falls into sea and the cliff retreats ✓ further back. This cycle keeps repeating itself.

PLACE KNOWLEDGE – YARMOUTH – Y6



Yarmouth is in more risk danger from rising sea levels than Blackpool because Yarmouth is at sea level and Blackpool is on a cliff.

Evidence

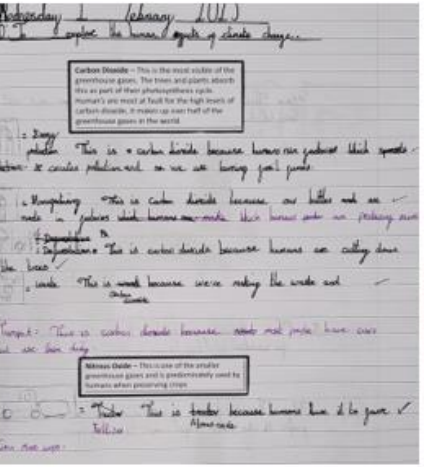
Even though most of the island is at the top of cliffs, sea level rise will still be a problem because, when sea level rise will cause the cliffs to erode and fall apart.

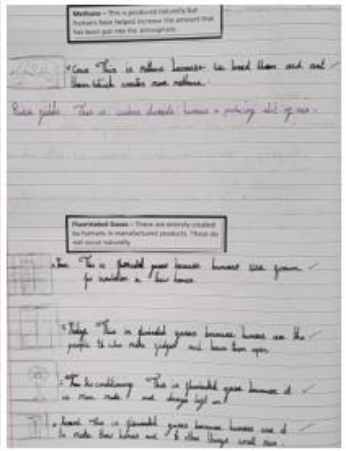
Place Knowledge:

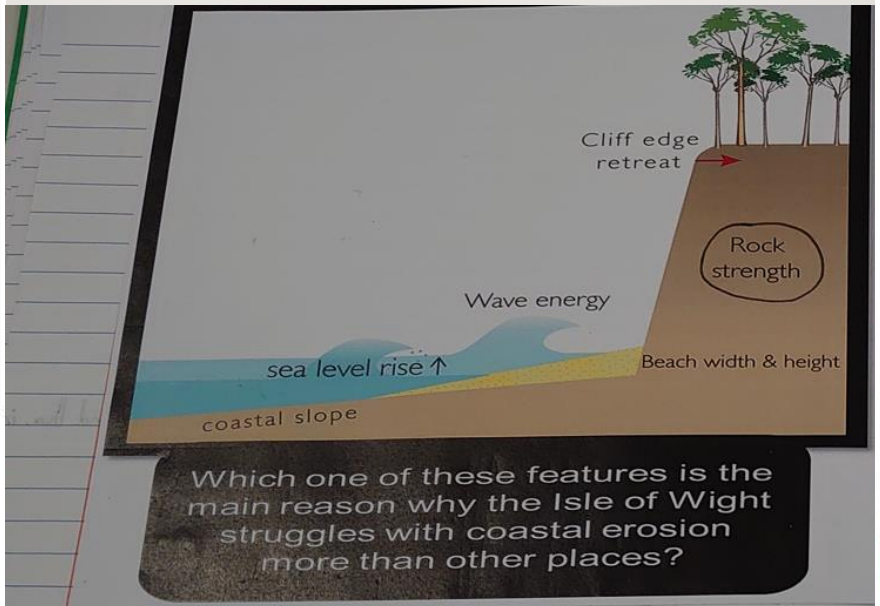
Understand geographical similarities and differences through studying the human and physical geography of Hampshire or the Isle of Wight and in Year 5: A region of North America and in Year 6: A region of Eastern Europe.

Exploring the impacts of tourism on a local area.

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

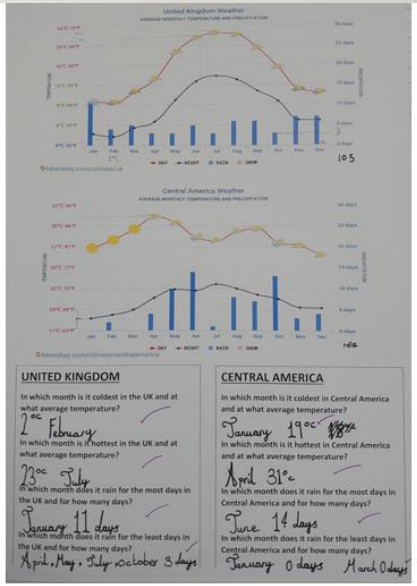






Since the Isle of Wight is primarily made of chalk, which isn't very st
another type of rock is clay and when wet clay isn't very strong as
generally wet all the time due to the rain).

Isle of Wight cliffs are more at danger than others because they're made from chall
limestone, sandstone, malm rock, clay, possan gravel, gault clay, ~~coarse~~
sand, sandrock and ~~coarse~~ coarse sand.



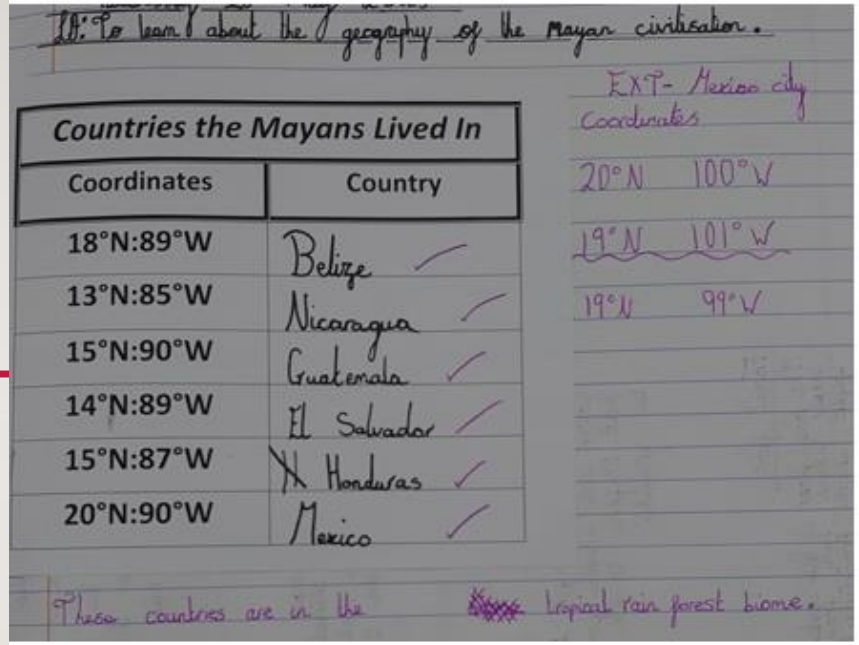
Place Knowledge:

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.

To summerise, in central America it is a warmer ~~climate~~ climate with inconsistant rain fall whilst in the Uk is a cooler climate with consistant rain.

The problem the Mayans could have faced would be the extreme weathers because when they ~~were~~ sun came out their masks they end up getting to hot and it could end up making them ill cause droughts it could also get to hot and making them ill.

HUMAN FEATURES – YARMOUTH – Y6



Human and Physical:

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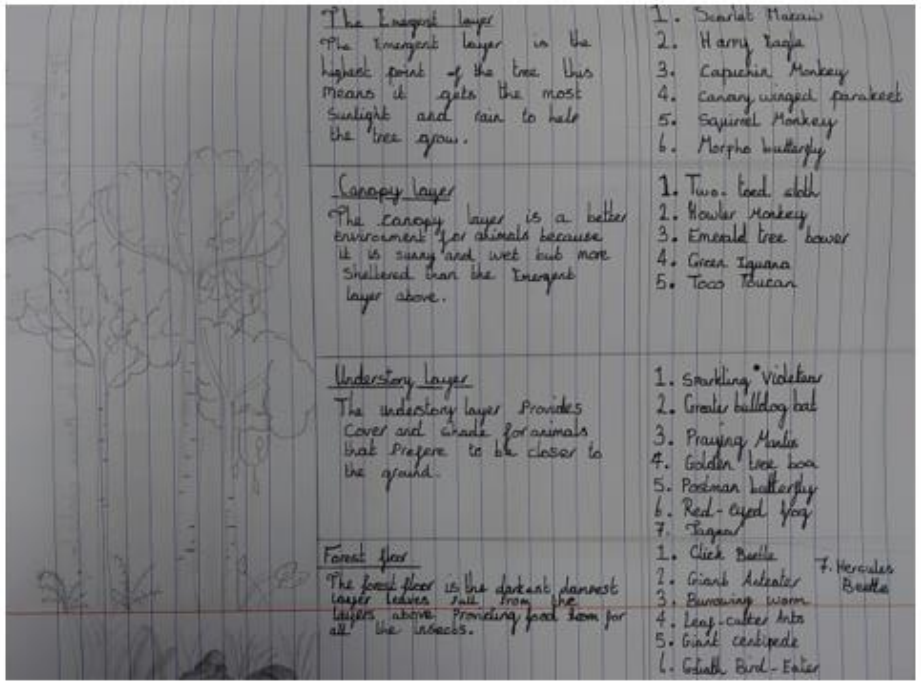
Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of **natural resources** including energy, food, minerals and water;

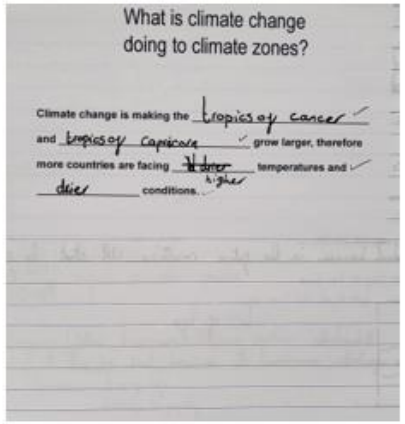


PHYSICAL FEATURES – YARMOUTH – Y6

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.

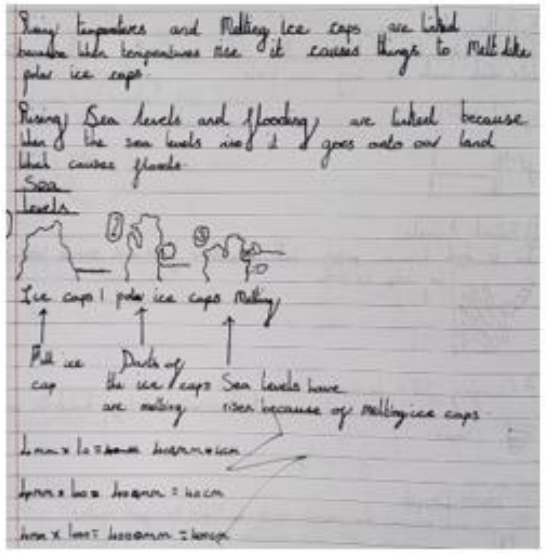


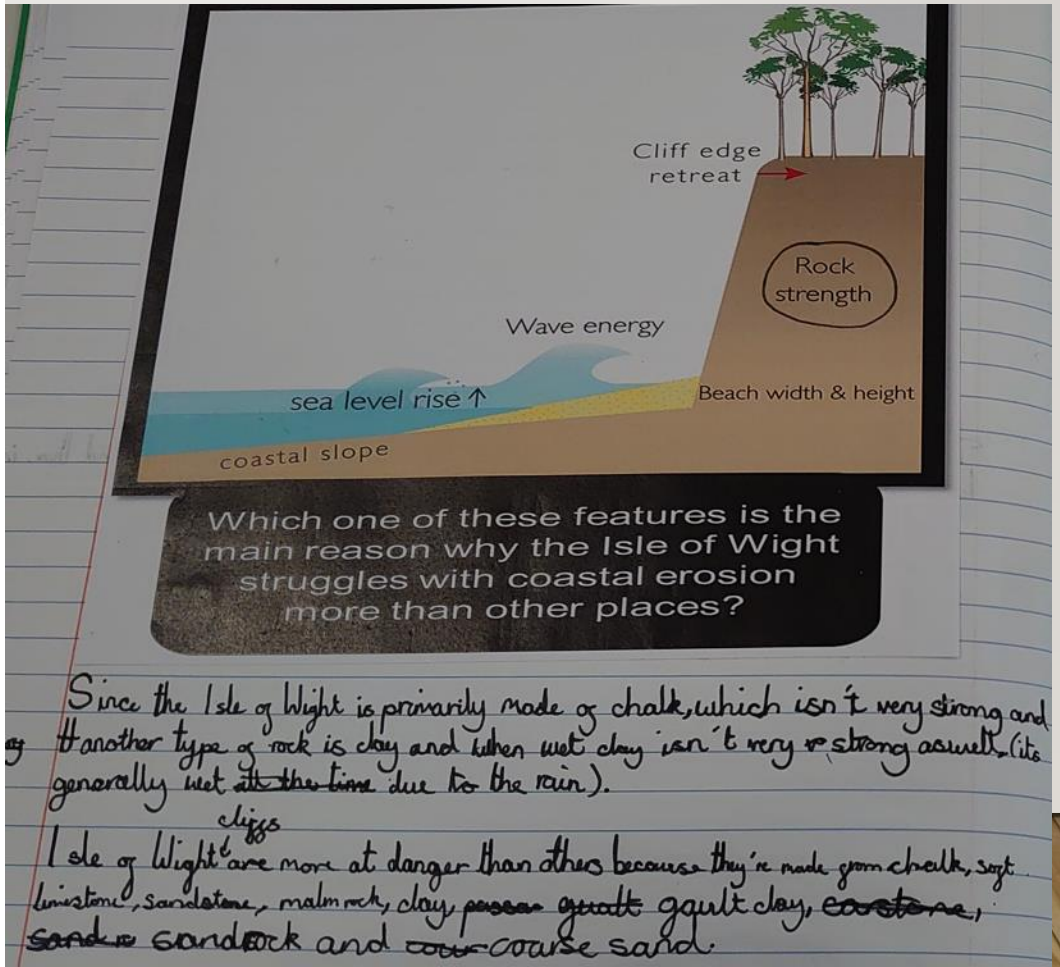
Country	Coordinates	Climate Zone	Temp (°C) 1921	Temp (°C) 2021	Difference (°C)
Madagascar	20s 105e	Tropical	78.2	77.8	0.53
Colombia	5n 118w	Tropical	19.5-24.2	17.6-24.9	0.7
Mexico	25n 118w	Dry	78.2	77.8	1.5
Morocco	33n 5w	Dry	17.2	18.6	0.14
Spain	44n 2w	Temperate and cooler	12.7	16.2	1.65
Turkey	39n 44e	Temperate	11.6	12.7	1.1
Greenland	76n 43w	Polar	-19.3	-11.6	1.7
Norway	72n 30e	Polar	0.4	2.1	1.7

GEOGRAPHICAL SKILLS – YARMOUTH – Y6

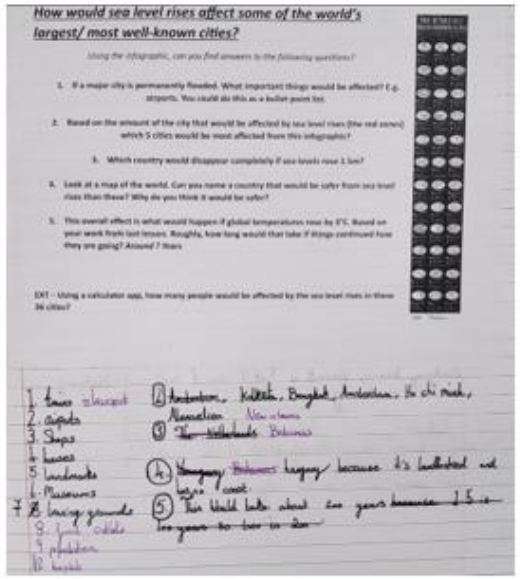
Geographical skills and fieldwork:

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.





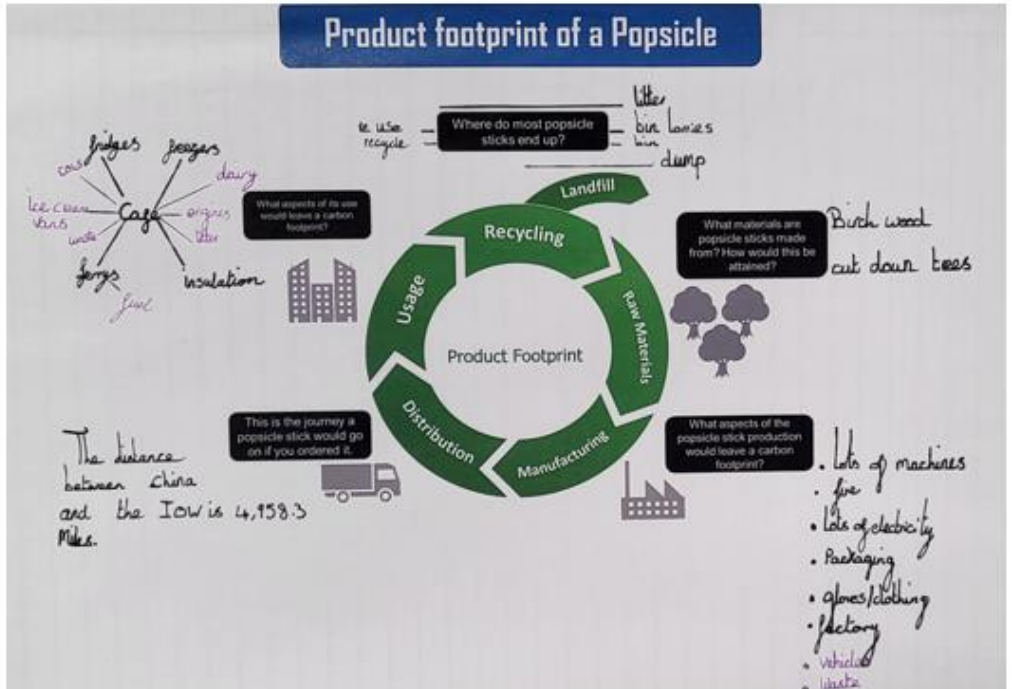
FIELDWORK – YARMOUTH – Y6

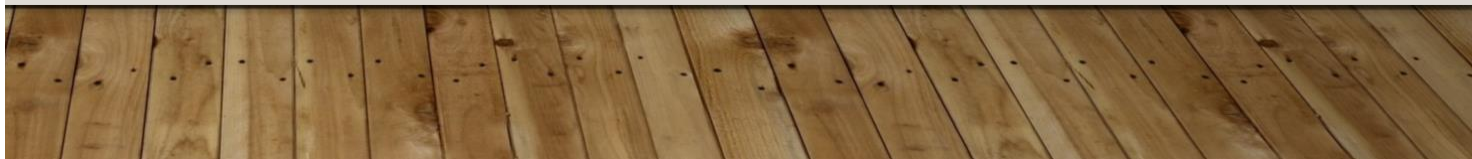


Geographical Skills and Fieldwork:

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

- Evidence of Geography topics mirrored across the schools
- Evidence of some cross curricular work
- Evidence of working together and sharing of ideas and planning
- Evidence of fieldwork trips to support the teaching and learning of Geography

FEEDBACK

- Teachers
- Access to more resources – Subscribed to Digimaps
- Children
- Access to further activities investigating the outdoors – more frequent fieldwork has taken place

ACTION PLAN

2022/2023 One Page Subject Action Plan

Subject – Geography

Subject Lead – Nickie Jones

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.
Strategic Objective 5: Stabilise
High quality CPD

ACTION	WHY?	HOW? *Success Criteria*	WHO?	COST/RESOURCES?	OBJECTIVE ACHIEVED?	EVALUATION *What has been the impact?*	NEXT STEPS
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

Overview of the Year 2022 – 2023 January 2023

Teaching our Geography curriculum encourages children to become more aware of the world we live in and the changes that can affect our lives.
Through our Geography curriculum, children learn to combine investigation skills with the understanding of the world around them. Opportunities to enhance learning, cultural capital, questioning and curiosity, are given through additional experiences,

For example, The Reception class children followed a map from school to the post box to post their letters to Santa. Along the way they took the opportunity to explore features of buildings and local landmarks. E.g. discussed how and what a building is made of can help us to detect its age. They looked for numbers in buildings which show when a building was made. They 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. Year 1 have completed a local walk to Yarmouth beach. They looked the traffic, litter left on the floor and mapped out the school and their classroom. Year 5 also went on a local walk and studied the traffic, amount of people in the village and they asked the public questions about their visit to Yarmouth.

Each class in a year group covers the same topic to ensure continuity. Teaching Geography through discrete lessons each alternative half term ensures depth in the children's learning so that they know more and remember more. To continue to develop children's love of learning for Geography, teachers spend time planning cross-curricular links with other subjects through topics. For example, Year 4 in Music used maps to find where particular music originated from.

	Coverage	Positives	Areas for development	Targets
EYFS	Many links to the world around them evident	Fieldwork trips, opportunities to record finding around the school environment	Evidence for explanations on why things happen	
Key Stage 1	Teachers follow the skills and progression maps to ensure coverage.	Fieldwork taken place. Practical opportunities offered. Clear learning journey evident in books, following the planning provided.	Use of vocabulary limited. Some areas, evidence is limited and objective of evidence not clear.	To provide clearer evidence for portfolio
Lower Key Stage 2	As above. Year 4 to study Geography in Spring term	Some good evidence of formative assessment including. Vocabulary evident in most books and evidence provided shows a fluent learning journey. Wider curriculum opportunities linked Prior learning discussed and linked to current learning	Try to include fieldwork within each Geography based topic	To complete fieldwork in local area.
Upper Key Stage 2	Year 6 to study Geography in Spring term. Strong coverage for Locational knowledge and fieldwork	Fieldwork completed and good evidence of their finding. Observational skills clearly demonstrated along with their ability to use maps/atlas and digital maps. Detailed responses to pupil voice questions	Further evidence on human and physical geography.	To use various maps to locate different countries, including digital mapping

Next steps:

- 31st January visit Shalfleet to look at books and talk to various children
- To create a list of good resources to support teachers in planning and teaching Geography
- Check with Vikki on progress of subscribing to digimaps.
- Monitor maps used (same map used in many year groups)

Overview of the Year 2022 – 2023 June 2023

Teaching our Geography curriculum encourages children to become more aware of the world we live in and the changes that can affect our lives. Many children have not left the Island. So good experiences through Geography will help them explore.
Through our Geography curriculum, children learn to combine investigation skills with the understanding of the world around them. Opportunities to enhance learning, cultural capital, questioning and curiosity, are given through additional experiences,

Each class in a year group covers the same topic to ensure continuity. Teaching Geography through discrete lessons each alternative half term ensures depth in the children's learning so that they know more and remember more. To continue to develop children's love of learning for Geography, teachers spend time planning cross-curricular links with other subjects through topics.

	Coverage	Positives	Areas for development	Targets
EYFS	Many links to the world around them evident	Fieldwork trips, opportunities to record finding around the school environment	Evidence for explanations on why things happen	
Key Stage 1	Teachers follow the skills and progression maps to ensure coverage.	Presentation neat. Clear progression Links made to other curriculum areas	Use of vocabulary limited. Clear purpose of task that matches objectives.	To provide clearer evidence for portfolio
Lower Key Stage 2	As above. Fieldwork present in most topics now	As above Wider curriculum opportunities linked Prior learning discussed and linked to current learning	Try to include clear objectives for fieldwork	To complete fieldwork in local area.
Upper Key Stage 2	Strong coverage for Locational knowledge and fieldwork	As above Fieldwork completed and good evidence of their finding. Observational skills clearly demonstrated along with their ability to use maps/atlas and digital maps. Detailed responses to pupil voice questions	Further evidence on human and physical geography.	To use various maps to locate different countries, including digital mapping

Next steps:

- Book time to visit Shalfleet to look at books and talk to various children
- To create a list of good resources to support teachers in planning and teaching Geography
- Ensure all staff have access to Digimaps to help achieve targets listed above
- Look into floor books – is this something KS1 would be interested in?