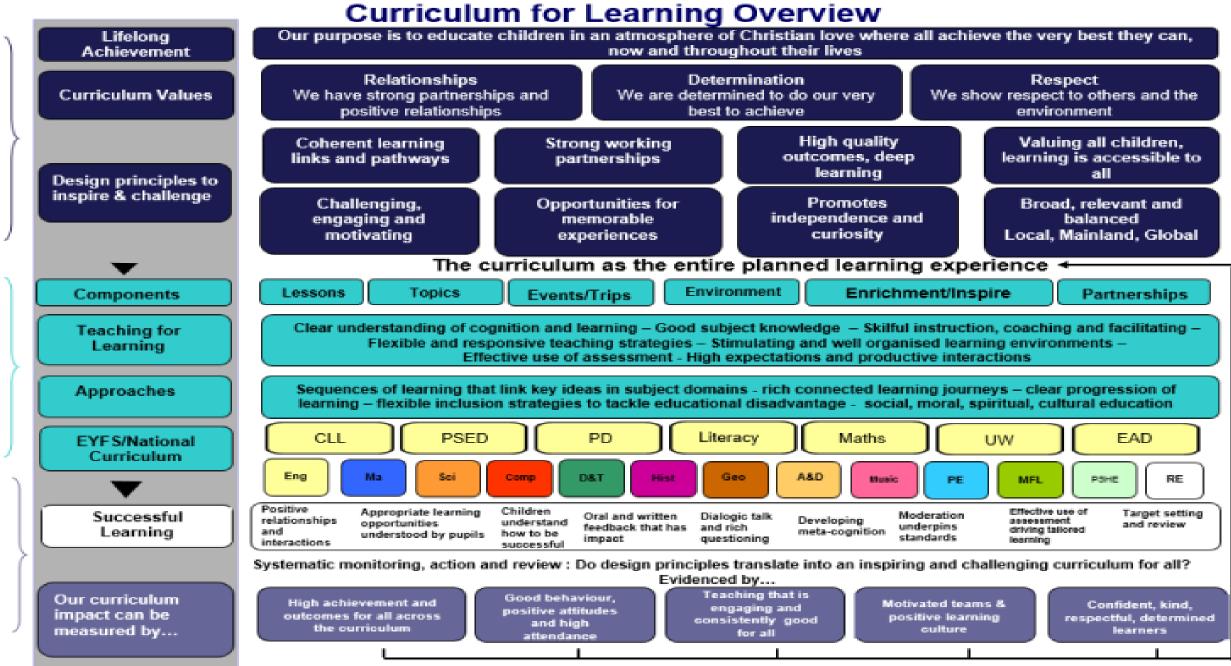
# GEOGRAPHY

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





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



Federation Vision fo – Intention for Chilo			Big	Ideas	1	Content and Sequencing (Broad, relevant and balanced)				
		Locational and Place		Place (	United Kingdom)- name	the countries and c	apitals (KS1), name an			
By the time our chil	dren leave	Kn	owledge -	- continents,	oceans,		counties and geographi			<u> </u>
our school, our geo	graphy	Un	nited Kingo	dom, the wor	ld's countries	Place (	World) – name 7 contin	ents and 5 oceans (F	(S1) locate world's cou	intries and
provision will have	provided	(fo	cusing on	environment	tal regions,	capital	cities, understand envi	ronmental regions a	nd features (KS2)	
them with a deeper		ke	y cities an	id topographi	cal features)	Physica	al – know daily weather	patterns (KS1) desci	ribing and understandi	ing climate
understanding of bo		• Hu	iman and	Physical - top	pographical	zones,	biomes and vegetation	belts (KS2)		
physical and human		lar	nd forms, (	climatic zone:	s, biomes,		<ul> <li>learn basic vocabula</li> </ul>	7 Te		of settlement,
live in, exploring the		set	ttlements,	, land use, tra	ide links and		e, trade links and distri		16 B	
relationship betwee		na	tural reso	urces distribu	itions.		<ul> <li>use to locate UK, conti</li> </ul>		(S1) use maps (digital/	computer) to
and having a profou			Test II	al skills and fie			countries and describe			
consideration for th	ieir impact			mpass work, I			ss – Use simple compas		se the 8 points of a con	npass and
on it.				physical featu	ures of a local		tanding 4 or 6 figure gri		-tt-(wee)	
		are	ea.	_					nds (KS1) local area study (KS2)	
						n Learnii	ng Principles in Geograp			
Coherent Learning	Strong Work	ing	High Qua	ality	Valuing All		Challenging,	Opportunities for	Promotes	Local,
A first have been added	Provide a second stress			100	Obstation of the second	and the last		A Annual and a first of		the star for the second second
Links and Bathways	Partnerships	:	Outcome		Children/Acce	ssible	Engaging and	Memorable	Independence and	Mainland and
Pathways:			Learning	p i	Learning:		Engaging and Motivating:	Experiences:	Curiosity:	Global:
Pathways: Geographical	Children are	able	Learning Through	teaching	Learning: All children in	our	Engaging and Motivating: Children will be	Experiences: Through	Curiosity: Giving children	Global: Understand
Pathways: Geographical work is	Children are to embed str	able	Learning Through children	p i	Learning: All children in Federation ha	our	Engaging and Motivating: Children will be inspired by exploring	Experiences: Through fieldwork	Curiosity: Giving children ownership to	Global: Understand geographical
Pathways: Geographical work is underpinned by	Children are to embed str geographical	able ong skills	Learning Through children greater	teaching will gain a	Learning: All children in Federation ha opportunities	our ve to gain	Engaging and Motivating: Children will be inspired by exploring unknown realms of	Experiences: Through fieldwork children will be	Curiosity: Giving children ownership to explore the	Global: Understand geographical similarities
Pathways: Geographical work is underpinned by strong maths skills	Children are to embed str geographical working toge	able ong skills ether	Learning Through children greater understa	teaching will gain a anding of	Learning: All children in Federation ha opportunities an insight into	our ve to gain o the	Engaging and Motivating: Children will be inspired by exploring unknown realms of the natural world	Experiences: Through fieldwork children will be able to explore	Curiosity: Giving children ownership to explore the physical and	Global: Understand geographical similarities from a range
Pathways: Geographical work is underpinned by strong maths skills in areas such as	Children are to embed str geographical	able ong skills ther nge of	Learning Through children greater understa cause an	teaching will gain a anding of id effect	Learning: All children in Federation ha opportunities	our ve to gain o the	Engaging and Motivating: Children will be inspired by exploring unknown realms of	Experiences: Through fieldwork children will be	Curiosity: Giving children ownership to explore the	Global: Understand geographical similarities
Pathways: Geographical work is underpinned by strong maths skills	Children are to embed str geographical working toge through a ra	able ong skills ther nge of	Learning Through children greater understa cause an within pl	teaching will gain a anding of	Learning: All children in Federation ha opportunities an insight into physical and h	our ve to gain o the	Engaging and Motivating: Children will be inspired by exploring unknown realms of the natural world and being motivated	Experiences: Through fieldwork children will be able to explore and investigate	Curiosity: Giving children ownership to explore the physical and human world	Global: Understand geographical similarities from a range
Pathways: Geographical work is underpinned by strong maths skills in areas such as statistics and measurement.	Children are to embed str geographical working toge through a ran fieldwork an activities.	able ong skills ther nge of	Learning Through children greater understa cause an within pl	teaching will gain a anding of id effect hysical and geography.	Learning: All children in Federation ha opportunities an insight into physical and h	our ve to gain o the	Engaging and Motivating: Children will be inspired by exploring unknown realms of the natural world and being motivated to delve further into	Experiences: Through fieldwork children will be able to explore and investigate first hand their local geography.	Curiosity: Giving children ownership to explore the physical and human world	Global: Understand geographical similarities from a range
Pathways: Geographical work is underpinned by strong maths skills in areas such as statistics and measurement. Links with English a	Children are to embed str geographical working toge through a ran fieldwork an activities.	able ong skills ther nge of	Learning Through children greater understa cause an within pl	teaching will gain a anding of id effect hysical and	Learning: All children in Federation ha opportunities an insight into physical and h	our ve to gain o the	Engaging and Motivating: Children will be inspired by exploring unknown realms of the natural world and being motivated to delve further into	Experiences: Through fieldwork children will be able to explore and investigate first hand their	Curiosity: Giving children ownership to explore the physical and human world	Global: Understand geographical similarities from a range
Pathways: Geographical work is underpinned by strong maths skills in areas such as statistics and measurement. Links with English a Maths	Children are to embed str geographical working toge through a rai fieldwork an activities.	able rong I skills ether nge of d	Learning Through children greater understa cause an within pl	teaching will gain a anding of id effect hysical and geography. Progress	Learning: All children in Federation ha opportunities an insight into physical and h world.	our ve to gain o the iuman	Engaging and Motivating: Children will be inspired by exploring unknown realms of the natural world and being motivated to delve further into them.	Experiences: Through fieldwork children will be able to explore and investigate first hand their local geography. Support	Curiosity: Giving children ownership to explore the physical and human world around us.	Global: Understand geographical similarities from a range of locations.
Pathways: Geographical work is underpinned by strong maths skills in areas such as statistics and measurement. Links with English a Maths - Data record	Children are to embed str geographical working toge through a ra fieldwork an activities.	able rong I skills ether nge of d	Learning Through children greater understa cause an within pl	teaching will gain a anding of id effect hysical and geography. Progress Geographic	Learning: All children in Federation ha opportunities an insight into physical and h world.	our ve to gain o the iuman	Engaging and Motivating: Children will be inspired by exploring unknown realms of the natural world and being motivated to delve further into them.	Experiences: Through fieldwork children will be able to explore and investigate first hand their local geography. Support	Curiosity: Giving children ownership to explore the physical and human world around us.	Global: Understand geographical similarities from a range of locations.
Pathways: Geographical work is underpinned by strong maths skills in areas such as statistics and measurement. Links with English a Maths - Data record - Coordinate	Children are to embed str geographical working toge through a rai fieldwork an activities.	able rong I skills ether nge of d lations)	Learning Through children greater understa cause an within pl human g	teaching will gain a anding of ad effect hysical and geography. Progress Geographic on from p	Learning: All children in Federation ha opportunities an insight into physical and h world.	our ve to gain o the ouman idenced	Engaging and Motivating: Children will be inspired by exploring unknown realms of the natural world and being motivated to delve further into them.	Experiences: Through fieldwork children will be able to explore and investigate first hand their local geography. Support Everyone has	Curiosity: Giving children ownership to explore the physical and human world around us.	Global: Understand geographical similarities from a range of locations.
Pathways: Geographical work is underpinned by strong maths skills in areas such as statistics and measurement. Links with English a Maths - Data record - Coordinate - Reading thr	Children are to embed str geographical working toge through a rai fieldwork an activities. and ling (e.g. popu reading ough research	able rong I skills ether nge of d lations)	Learning Through children greater understa cause an within pl human g	teaching will gain a anding of ad effect hysical and geography. Progress Geographic on from p	Learning: All children in Federation ha opportunities an insight into physical and h world. cal enquiry is ev prior knowledge ses are built up	our ve to gain o the ouman idenced c. Concep on leadir	Engaging and Motivating: Children will be inspired by exploring unknown realms of the natural world and being motivated to delve further into them.	Experiences: Through fieldwork children will be able to explore and investigate first hand their local geography. Support Everyone has Activities adapte	Curiosity: Giving children ownership to explore the physical and human world around us.	Global: Understand geographical similarities from a range of locations. hy National idren's needs.
Pathways: Geographical work is underpinned by strong maths skills in areas such as statistics and measurement. Links with English a Maths - Data record - Coordinate	Children are to embed str geographical working toge through a rat fieldwork an activities. and ling (e.g. popu reading ough research tions	able rong I skills ether nge of d lations)	Learning Through children greater understa cause an within pl human g	teaching will gain a anding of id effect hysical and geography. Progress Geographic on from p process	Learning: All children in Federation ha opportunities an insight into physical and h world. cal enquiry is ev prior knowledge ses are built up understandin	our ve to gain o the iuman idenced c. Concep on leadir ng of our	Engaging and Motivating: Children will be inspired by exploring unknown realms of the natural world and being motivated to delve further into them.	Experiences: Through fieldwork children will be able to explore and investigate first hand their local geography. Support Everyone has Activities adapte Resources (e.g.)	Curiosity: Giving children ownership to explore the physical and human world around us.	Global: Understand geographical similarities from a range of locations. hy National idren's needs. be suitable for

global extent are evidenced throughout the year groups.

### **PROGRESSION OF SKILLS**

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

GEOGRAPHY	EYFS Link	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Knowledge	Understanding the World	Locational Knowledge:	Revise and secure KS1 objectives.	Revise and secure LKS2 objectives.
_	_	Name and locate the world's seven continents and five oceans.	-	
	People and Communities:	Name, locate and identify characteristics of the four countries	Locational Knowledge:	Locational Knowledge:
	Children know about	and capital cities of the United Kingdom and its surrounding		
	similarities and differences	5685.	Locate the world's countries, using maps to focus on Europe	Locate the Tropics of Cancer and Capricorn, Arctic and
	between themselves and		(including the location of Russia) and North and South America,	Antarctic Circle, the Prime/Greenwich Meridian and time
	others, and among families,	Place Knowledge: Understand geographical similarities and	concentrating on their environmental regions, key physical and	zones (including day and night).
	communities and traditions	differences through studying the human and physical	human characteristics, countries, and major cities.	
		geography of the Isle of Wight, and a small area of a contrasting		Place Knowledge:
	The World: Children know	non-European country.	Name and locate counties and cities of the United Kingdom,	Understand geographical similarities and differences through
	about similarities and		geographical regions and their identifying human and physical	studying the human and physical geography of Hampshire or
	differences in relation to	Human and Physical: Identify seasonal and daily weather	characteristics, key topographical features (including hills,	the Isle of Wight and in Year 5: A region of North America and
	places, objects, materials	patterns in the United Kingdom and the location of hot and cold	mountains, coasts and rivers), and land-use patterns; and	in Year 6: A region of Eastern Europe.
	and living things. They talk	areas of the world in relation to the Equator and the North and	understand how some of these aspects have changed over time.	Exploring the impacts of tourism on a local area.
	about the features of their	South Poles;	Manuff, Clabally shall be a share to see the set of sectors	
	own immediate environment and how	Use basic geographical vocabulary to refer to: Key physical features, including: beach, cliff, coast, forest, hill,	Identify Globally significant places, terrestrial and marine environments.	Human and Physical:
	environments might vary	mountain, sea, ocean, river, soil, valley, vegetation, season and	environments.	Physical geography, including climate zones, biomes and
	from one another. They	weather	Identify the position and significance of latitude, longitude,	vegetation belts, mountains and the water cycle.
	make observations of	Key human features, including city, town, village, factory, farm,	Equator, Northern Hemisphere, Southern Hemisphere	and the second se
	animals and plants and	house, office, port, harbour and shop.	againer, worden nemagnete, woonen nemagnete	Human geography, including: types of settlement and land
	explain why some things		Place Knowledge:	use, economic activity including trade links, and the
	occur and discuss changes.	Geographical skills and fieldwork:	Understand geographical similarities and differences through	distribution of natural resources including energy, food,
	-	Look at and use world maps, atlases and globes to identify the	studying the human and physical geography of Hampshire or the	minerals and water;
		United Kingdom and its countries, as well as the countries,	Isle of Wight and in Year 3: European region and in Year 4: A region	
		continents and oceans studied.	of South America.	Geographical skills and fieldwork:
		Use simple compass directions (North, South, East and West)		
		and locational and directional language to describe the location	Human and Physical:	Use maps, atlases, globes and digital/computer mapping to
		of features and routes on a map.	Physical geography, including climate zones, volcanoes, tornadoes,	locate countries and describe features studied.
		Use aerial photographs and plan perspectives to recognise	tsunamis, earthquakes and the water cycle.	
		landmarks and basic human and physical features; devise a		Use the eight points of a compass, four and six-figure grid
		simple map; and use and construct basic symbols in a key.	Human geography, including: types of settlement and land use	references, symbols and key (including the use of Ordnance
		Use simple fieldwork and observational skills to study the	Conversion will and the law of	Survey maps) to build their knowledge of the United Kingdom and the wider world
		geography of Yarmouth and Shalfleet Schools and the grounds including the key human and physical features of the	Geographical skills and fieldwork	and the wider world
		surrounding environment.	Use maps, atlases, globes and digital/computer mapping to locate	Use fieldwork to observe, measure, record and present the
		and a second second second	countries and describe features studied.	human and physical features in the local area using a range of
			Begin to use the eight points of a compass, four and six-figure grid	methods, including sketch maps, plans and graphs, and digital
			references, symbols and key (including the use of Ordnance Survey	technologies.
			maps) to build their knowledge of the United Kingdom and the	-
			wider world.	
			Use fieldwork to observe, measure, record and present the human	
			and physical features in the local area using a range of methods,	
			including sketch maps, plans and graphs, and digital technologies.	

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

and agriculture.

Skills

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

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

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

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

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

#### EYFS curriculum linking to Geography

#### Listening and Attention and Understanding

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

### Speaking

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

#### Understanding the Word

#### People, Culture and Communities:

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

#### The Natural World:

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

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

### **OVERVIEW OF TEACHING**

	Autumn	Spring	Summer
	Geography of the school		
Year 1	Make a simple map	Human and Physical: Identify seasonal and daily	Locational Knowledge:
	Use a simple key	weather patterns in the United Kingdom and the	Name and locate the world's seven continents and five
	Label and use NSEW	location of hot and cold areas of the world in relation	oceans.
	Physical and human features of the IOW	to the Equator and the North and South Poles;	Name, locate and identify characteristics of the four
	Collect data about how much traffic passes the school	Human and Physical: Identify seasonal and daily	countries and capital cities of the United Kingdom and
	Place Knowledge: Understand geographical similarities	weather patterns in the United Kingdom and the	its surrounding seas.
	and differences through studying the human and	location of hot and cold areas of the world in relation	Geographical Skills and Fieldwork
	physical geography of the Isle of Wight	to the Equator and the North and South Poles;	Explore oceans of the world using maps and globes.
	Place Knowledge		Locational Knowledge:
	Identify similarities and draw comparisons based on		Begin to look at and use World and regional maps,
	the Human and Physical features of the local and		atlases and globes.
	contrasting area.		Google Earth.
	Human and Physical:		Place Knowledge:
	Use World and regional maps, atlases and globes. Google Earth.		Use World and regional maps, atlases and globes. Google Earth.
	Using their senses, exploring and investigating their		Identify similarities and draw comparisons based on
	immediate, environment measuring, sorting and		the Human and Physical features of the local and
	observing. Drawing and discussion.		contrasting area.
	Geographical skills and fieldwork:		Use basic geographical vocabulary to refer to:
	Use simple fieldwork and observational skills to study		Key physical features, including: beach, cliff, coast,
	the geography of Shalfleet School and the grounds		forest, hill, mountain, sea, ocean, river, soil, valley,
	including the key human and physical features of the		vegetation, season and weather
	surrounding environment.		Key human features, including city, town, village,
	Use simple compass directions (North, South, East and		factory, farm, house, office, port, harbour and shop.
	West) and locational and directional language to		Geographical skills and fieldwork:
	describe the location of features and routes on a map.		Look at and use world maps, atlases and globes to
	Use aerial photographs and plan perspectives to		identify the United Kingdom and its countries, as well
	recognise landmarks and basic human and physical		as the countries, continents and oceans studied.
	features; devise a simple map; and use and construct		r -
	basic symbols in a key.		
	Geographical skills and fieldwork		Human and Physical:
	Look at and use world maps, atlases and globes to		Use World and regional maps, atlases and globes.
	identify the associated studied areas.		Google Earth.
	Use a compass to identify direction.		Using their senses, exploring and investigating their
	Begin to use locational and directional language to		immediate, environment measuring, sorting and
	describe the features and routes on a map.		observing. Drawing and discussion.
	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		
L	Traffic, Litter, Land Use, Weather and Vegetation.		

	Autumn	Spring	
Year 2	TOUR OF BRITAIN RACE SEPT 22		
	Locational Knowledge:	Place knowledge	
	Name and locate the world's seven continents and five	Understand geographical similarities and differences	
	oceans.	through studying the human and physical geography of	
	Name, locate and identify characteristics of the four	the Isle of Wight, and a small area of a contrasting non-	
	countries and capital cities of the United Kingdom and	European country. – India-link to Queen Victoria	
	its surrounding seas.	Human and Physical: Identify seasonal and daily	
	Look at and use world maps, atlases and globes.	weather patterns in the United Kingdom and the	
	World, Regional and Local Maps, Google Earth, Internet,	location of hot and cold areas of the world in relation to	
	Atlases, range of literature, visits and visitors.	the Equator and the North and South Poles;	
	Locate the Isle of Wight and then significant countries	Isle of Wight weather compare to the rest of the UK.	
	on a map/atlas. Where and how big is the Isle of Wight	Then compare the weather on the Island and in India	
	Use basic geographical vocabulary to refer to:	Geographical skills and fieldwork: Ongoing strand	
	Key physical features, including: beach, cliff, coast,	throughout Geography. Compare other parts of the	
	forest, hill, mountain, sea, ocean, river, soil, valley,	world to Shalfleet school and the grounds and the	
	vegetation, season and weather	surrounding environment.	
	Key human features, including city, town, village,	Use simple fieldwork and observational skills to study	
	factory, farm, house, office, port, harbour and shop	the geography of Yarmouth and Shalfleet Schools and	
	Geographical skills and fieldwork:	the grounds including the key human and physical	
	Look at and use world maps, atlases and globes to	features of the surrounding environment.	
	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.

#### <u>Summer</u>

#### 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 <u>Shalfleet</u> 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

	<u>Autumn 1</u>	<u>Autumn 2</u>	Spring 1		Summer 1		
Year 3	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	Location 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.	<ul> <li>Place Knowledge <ul> <li>Understand</li> <li>geographical</li> <li>similarities and</li> <li>differences through</li> <li>studying the human</li> <li>and physical</li> <li>geography of</li> </ul> </li> <li>Hampshire or the Isle of Wight and the Mediterranean</li> <li>Human and Physical</li> <li>Compare human and physical aspects of both.</li> <li>Human geography, look at types of settlement and land use</li> <li>Physical geography, including climate zones, terrain and fauna and flora</li> </ul>	Spring 2 Fieldwork Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Through exploring litter, physical features and traffic.	Geographical skills and Locational knowledge Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Begin to use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Human and Physical Study of Natural disasters in the Mediterranean to include volcanoes, earthquakes, 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
	Ancient Egyptians	Romans	South America
Year 4	Knowledge	Knowledge	Knowledge
	<ul> <li>Locational Knowledge:</li> </ul>	Locational Knowledge:	Locational Knowledge: -Locate the world's countries,
	<ul> <li>-Locate the world's countries, using maps concentrating on their environmental regions, key physical and human characteristics, and major cities.</li> <li>-Identify Globally significant places, terrestrial and marine environments.</li> <li>Human and Physical:</li> <li>-Human geography, including: types of settlement</li> </ul>	-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	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
	and land use	<ul> <li>spects have changed over time.</li> <li>Human and Physical: Human geography,</li> </ul>	differences through studying the human and physical geography of Hampshire or the Isle of Wight and in Year 3: European region and
	chille	including: types of settlement and land use	in Year 4: A region of South America.
	Skills <ul> <li>Locational Knowledge:</li> <li>-Locating places and features accurately on maps is a focus.</li> <li>Human and Physical:</li> </ul>	<ul> <li>Skills</li> <li>Locational <u>Knowledge:-</u> Locating places and features accurately on maps is a focus.</li> </ul>	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
	-Children have a stronger understanding of the difference between physical and human geography.	Human and Physical:     -Children have a stronger understanding of the difference between physical and human geography.	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
	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 guestions, some up with a range	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.	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:
	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.	<ul> <li>-Use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies.</li> <li>Fieldwork</li> <li>-Continue to ask questions, come up with a range of methods to answer the questions through planning</li> </ul>	-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
		fieldwork, collecting field data, making judgement and drawing conclusions. Exploring and collecting fieldwork based on Local Settlements and agriculture – compare to Roman settlements.	Continue to ask questions, come up with a range of methods to answer the questions through planning fieldwork, collecting field data, making judgement and drawing conclusions. Exploring and collecting fieldwork based on Weather – compare climate of South America to weather patterns in UK.

	Autumn	Spring	Summer
Year 5	Locational Knowledge:	Linked to Invaders	USA
	-Locate the Tropics of Cancer and Capricorn,	Geographical skills and fieldwork:	Place Knowledge
	Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).	-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.
	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.	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 -	-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.
	-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 Human geography including: (types of settlement and land use, economic activity including trade links, and the distribution of <b>natural resources</b> including energy, food, minerals and water) and
	Human and Physical: -Deepening their understanding of the difference between physical and human geography,		Physical geography including: (climate zones, biomes and vegetation belts, <b>mountains</b> and the water cycle) of the Isle of Wight and the USA.
	explaining the terminology of both aspects of geography and using the key vocabulary to demonstrate their knowledge and understanding.		Geographical Skills and Fieldwork -Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
			- Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the Isle of Wight and the states of USA.

	Autumn	Spring	Summer
	Human and Physical Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water;	Including field trips based on island studies Place Knowledge: Understand geographical similarities and differences through studying the human and physical geography of A regions around the world.	Locational Knowledge: Locate the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). <u>Human and Physical:</u>
	<u>Geographical skills and fieldwork</u> 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.	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	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,
	<u>Place Knowledge:</u> They have a deeper knowledge of people, resources, natural environment. Children are now conducting independent research asking	use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water; <u>Geographical skills and fieldwork:</u> Use maps, atlases, globes and digital/computer mapping	minerals and water; <u>Geographical skills and fieldwork:</u> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
Year 6	and answering questions. <u>Human and Physical:</u> Deepening their understanding of the difference between physical and human geography, explaining the terminology	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 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
	of both aspects of geography and using the key vocabulary to demonstrate their knowledge and understanding. <u>Geographical Skills and Fieldwork:</u> Children focus on observing and recording the changes of	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.	range of methods, including sketch maps, plans and graphs, and digital technologies. <u>Locational Knowledge:</u> Children use their knowledge of longitude, latitude,
	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.	Locational Knowledge: Children use their knowledge of longitude, latitude, coordinates and indexes to locate places focusing more on countries outside of Europe.	coordinates and indexes to locate places focusing more on countries outside of Europe. <u>Place Knowledge:</u> Develop their analytical skills by comparing areas of the
	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.	<u>Place Knowledge:</u> 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.	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. <u>Human and Physical:</u>
	Exploring and collecting fieldwork based on Erosion, rocks and soils, vegetation and use of landscape.	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.	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:
		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.	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
		Use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies. <u>Fieldwork</u>	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.
		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.	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**

• <u>Autumn term planning</u>

https://drive.google.com/drive/folders/16VUjTuCVOAMiTZIRP1tUjmBhAKIqImf9

• Spring term planning

# OUR IMPLEMENTATION - ASSESSMENT



### FEDERATION CURRICULUM ASSESSMENT



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

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

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

#### EYFS curriculum linking to Geography

#### Listening and Attention and Understanding

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

### <u>Speaking</u>

- 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 <u>rolls</u> 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 <u>stained glass</u> 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.



















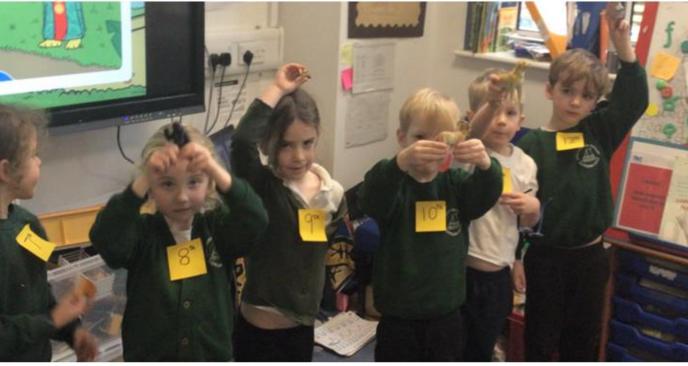








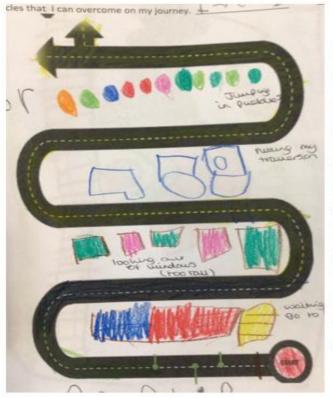












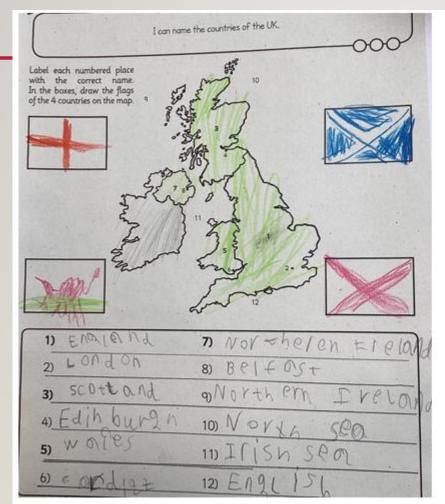
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### **GEOGRAPHY IN YEAR I - SHALFLEET**

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

# LOCATIONAL KNOWLEDGE – SHALFLEET - YI

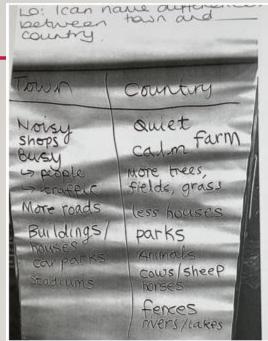


#### Locational Knowledge:

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.

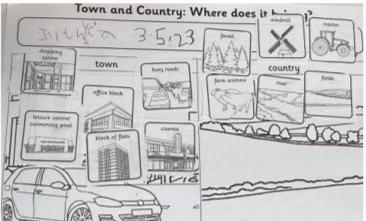
# PLACE KNOWLEDGE – SHALFLEET - YI

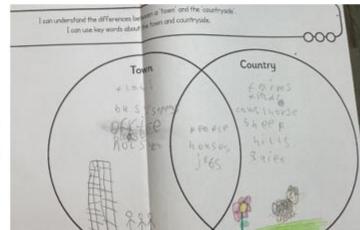


#### Place Knowledge:

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.







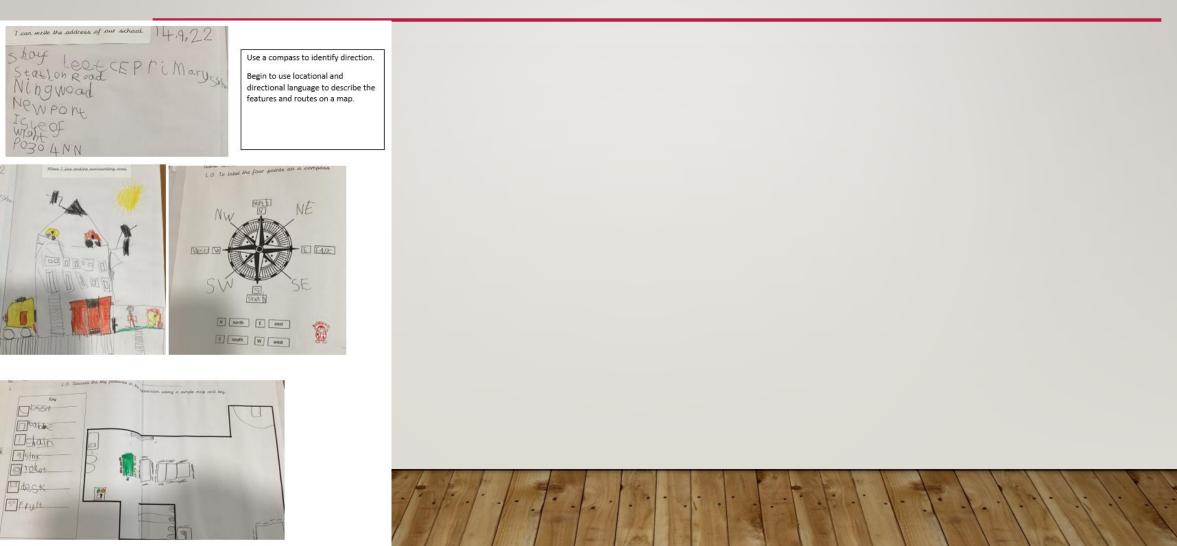
### HUMAN FEATURES – SHALFLEET – YI

### PHYSICAL FEATURES – SHALFLEET – YI



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

### **GEOGRAPHICAL SKILLS – SHALFLEET – YI**



### FIELDWORK – SHALFLEET – YI



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

Item	Tally		
The Cans	111		
Crusp wrappers.	11		
Paper	1111		
Plastic			
netting	111		
1			



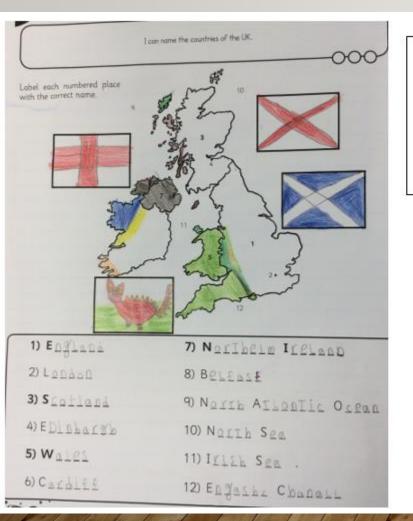


Begin to ask questions, come up with a range of methods to answer the questions through planning fieldwork, collecting field data, making basic judgement and conclusions. In the following areas Traffic, Litter, Land Use, Weather and Vegetation.

### **GEOGRAPHY IN YEAR 2 - SHALFLEET**

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

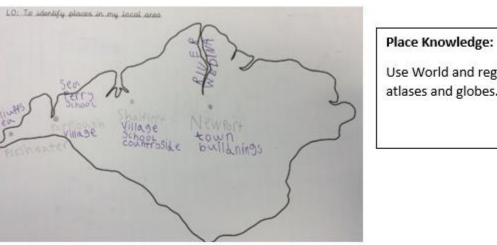
### LOCATIONAL KNOWLEDGE – SHALFLEET – Y2



#### Locational knowledge

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

### PLACE KNOWLEDGE – SHALFLEET – Y2

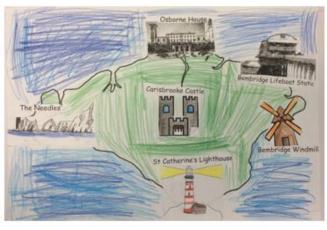


Use World and regional maps, atlases and globes.

### HUMAN FEATURES – SHALFLEET – Y2

### PHYSICAL FEATURES – SHALFLEET – Y2

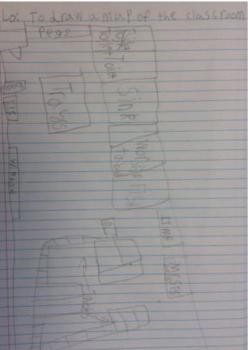
### GEOGRAPHICAL SKILLS – SHALFLEET – Y2



#### 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.





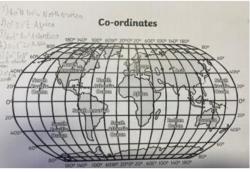
### FIELDWORK – SHALFLEET – Y2

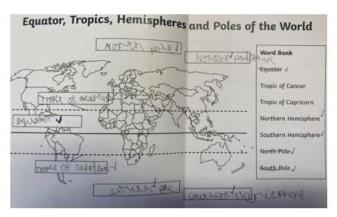
### **GEOGRAPHY IN YEAR 3 - SHALFLEET**

- 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.



Using Google Maps, answer the following statements:

Name a city in Scotland.
 Name a city in Wales.
 Name a city in Wales.
 Name a city in Northern Ireland.
 is a city in Northern Ireland.
 Name a three cities in the UK.

#### Locational Knowledge:

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

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

### PLACE KNOWLEDGE – SHALFLEET – Y3

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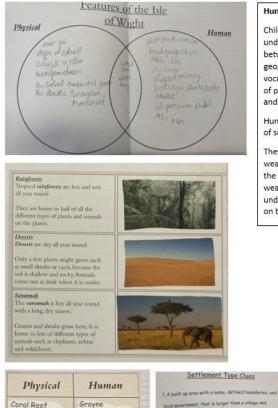
#### Place Knowledge:

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.

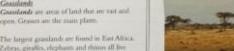
They learn more about extreme weather, the processes involved in the causes and effects of extreme weather, as well as beginning to understand the impact of humans on the earth.

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senerally smaller than a city. This is a Imath

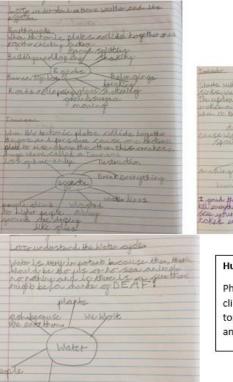
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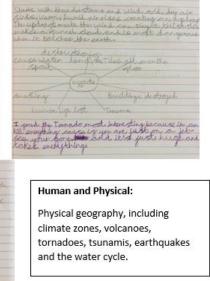
2. A small settlement, generally one smaller than a

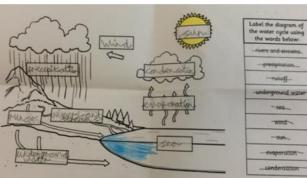
village, and strictly (in Britain) one without a church.

1. A large tawn attually containing a cathedral. This is a

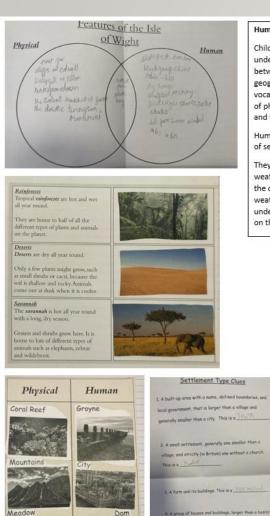








### PHYSICAL FEATURES – SHALFLEET – Y3



#### 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.

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The climate is warm and mild, with more raise falling in the winner than in the summer-

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The largest grastlands are found in East Alrica. Sebras, giraffes, rhephants and shows all live stantours :

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a A group of houses and buildings, larger than a humlet and another than a tewn, situated in a rural area. This is







#### **GEOGRAPHICAL SKILLS – SHALFLEET – Y3** Geographical skills and fieldwork:

#### Using Google Maps, answer the follow. Interests 1. Nome a city in Scotland.

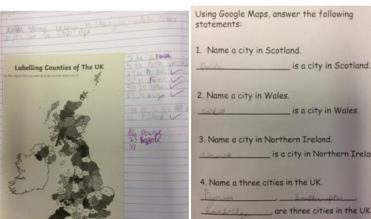
Annual is a city in Scotland 2. None o city in Wales.

is a city in Woles A Nome o city in Northern Ireland

A None a three cities in the UK. Harristin and three citizes in the fire

What are the highest mountains in th

How high is the mountain Kinder Scale



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

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2. Colosseum - indus

3. Arc de Triomphe - Arlea/

4. The Great Pyramid of Giza - Glove 5. Mount Kilimanjaro - Tornanio

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toking at your map can you answer the llowing questions:

What are the mountains called in Wales?

What area of the UK is below sea

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is a city in Northern Ireland

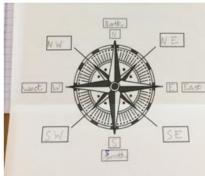
are three cities in the UK.

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.









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.

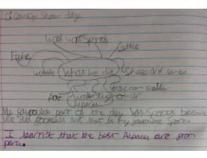


### FIELDWORK – SHALFLEET – Y3



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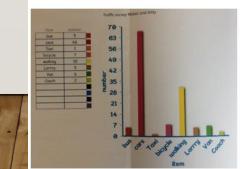


Fieldwork - Continue to ask questions, come up with a range of methods to answer the questions through planning fieldwork, collecting field data, making judgement and drawing conclusions. Exploring and collecting fieldwork based on Weather, Rivers, Local Settlements and agriculture.

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What is your favourite part of the West Wight?	Bicycle		-
Endinteling	Dicycle	TTH-11	
Do you work in Freshwater? (If yes, where?)	Walking		
they			
Where do you live on the island?	Lorry		10.20
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Which transport did you use today?	Tractor		
Have you been to Freshwater before?	Van		
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What do you think makes the IOW special?	Coach	11	
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#### 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.

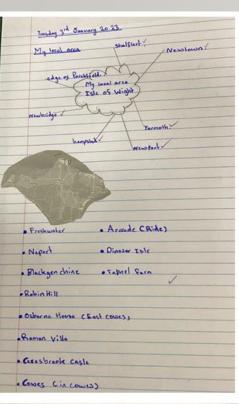


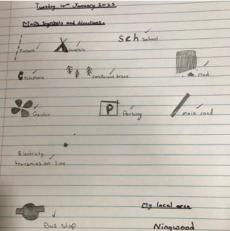
### **GEOGRAPHY IN YEAR 4 - SHALFLEET**

- 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

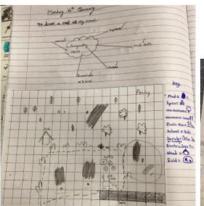
### **GEOGRAPHICAL SKILLS – SHALFLEET – Y4**





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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### 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 – Geo	AUTUMN / SPRING / SUI		SPRING / SUMMER
,	0	0 1 7	Date: January 2	2023
Observer:	Period:	Year Group:	No. of SEN:	No. of G&T:
. Grainger	11.00am	4		
Io. of Additional Staff and	how used:			
x General TA				
<ul> <li>Children were enga</li> </ul>			heir learning – they w	ere keen to get out of
the school and carr	y out the field w	vork		
	•			cus was on map reading
		ding aloud to the clas		
	work in English	and Maths and child	ren were able to talk	about their
transferrable skills				
<ul> <li>Use of the Purple P</li> </ul>		ections in Geography	books	
<ul> <li>EL was well deploye</li> </ul>	0 1			
		I learning environme		
<ul> <li>Editing work was pa</li> </ul>	art of the writing	g culture across the c	urriculum	
<ul> <li>Children used a var</li> </ul>	iety of maps and	d video clips to exten	d their learning	
<ul> <li>Children knew abou</li> </ul>	ut the Globe, Atl	as' and Ordinance Su	rvey Maps	
		ent of technology in		
			ourney from starting and wider world stag	at their locality and then e
<ul> <li>Throughout the ses</li> </ul>	sion there was h	nigh quality Geograph	ny input with the deve	elopment of reasoning
<ul> <li>Link was made to the understanding</li> </ul>	ne Roman topic	and how Geography	links to this topic and	develops the children's
<ul> <li>Links were made to</li> </ul>	children's real l	life experiences – wit	h clear preparation fo	or field work
<ul> <li>There was an expect</li> </ul>	tation for childr	en's independence ir	n their learning	
<ul> <li>Through drawing a</li> </ul>	map of the scho	ol, children were app	olying the skills that th	ney taught
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		e class being Geograp		
•				at Geography – to move
			nto mixed ability to er	0 1 7
complement each o	ليستعمله والتناء والمراه			-

#### Coherent Learning Links From the Geography progression map very clear objectives and Pathways -Taken through the opportunities for field work focussing on Strong Working children's strengths and complimenting each other Partnerships 2 High Quality Outcomes, Deep Learning m Valuing All Children – Learning is accessible to 4 all Challenging, Engaging and Motivating ŝ Field work in the Local Areas Opportunities for Memorable Experiences ھ Promotes independence and curiosity ٢ Through Geography focus Broad, relevant and balanced 80 Local, Mainland, Global

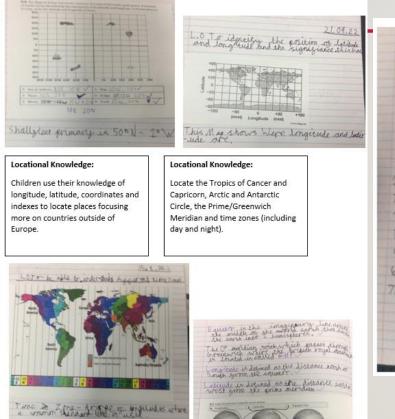
Areas for Development:

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

### **GEOGRAPHY IN YEAR 5 - SHALFLEET**

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

### LOCATIONAL KNOWLEDGE – SHALFLEET – Y5



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### PLACE KNOWLEDGE – SHALFLEET – Y5

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#### Place Knowledge:

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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.

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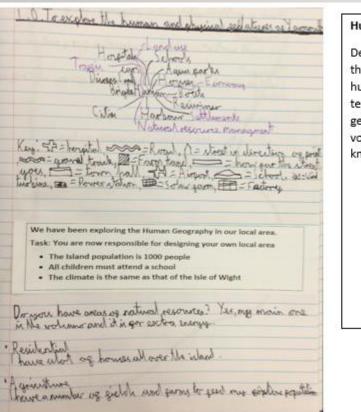


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#### Place Knowledge:

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 – 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.

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Lavellorma	n.g. constant, value, stift, beach, tura plan, civiar insandar
Dreinage	w.g. moars , streams or situines
Bel	arg. faitple to infertile
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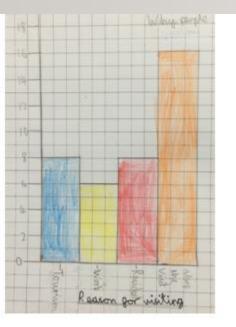
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#### Human and Physical:

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;

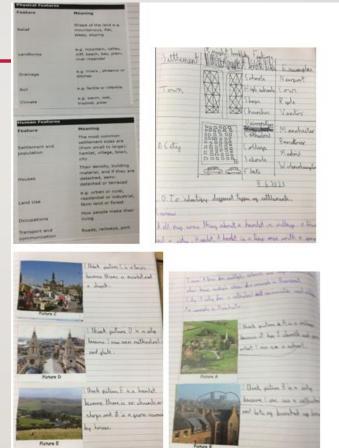
### PHYSICAL FEATURES – SHALFLEET – Y5



#### 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;



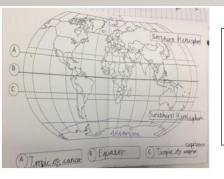
#### Human and Physical:

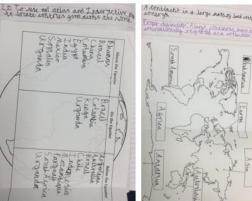
Physical geography, including climate zones, biomes and vegetation belts, **mountains** and the water cycle.

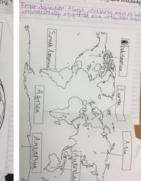
Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of **natural resources** including energy, food, minerals and water;



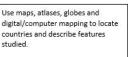
### **GEOGRAPHICAL SKILLS – SHALFLEET – Y5**











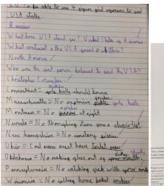
Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world



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

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

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#### 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 – SHALFLEET – Y5

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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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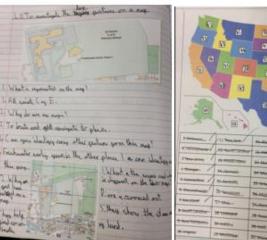
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#### Geographical Skills and Fieldwork:

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.

### **GEOGRAPHY IN YEAR 6 - SHALFLEET**

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

### LOCATIONAL KNOWLEDGE – SHALFLEET – Y6

### PLACE KNOWLEDGE – SHALFLEET – Y6

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#### 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.

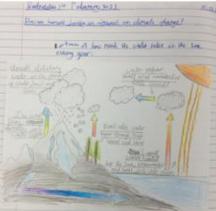
Exploring the impacts of tourism on a local area.



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### HUMAN FEATURES – SHALFLEET – Y6





#### 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;

#### 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.





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### PHYSICAL FEATURES – SHALFLEET – Y6

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#### 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;

#### 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 – SHALFLEET – Y6



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#### Geographical skills and fieldwork:

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

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 – 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.

#### <u>Speaking</u>

- 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.

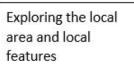
#### The Natural World:

- 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.

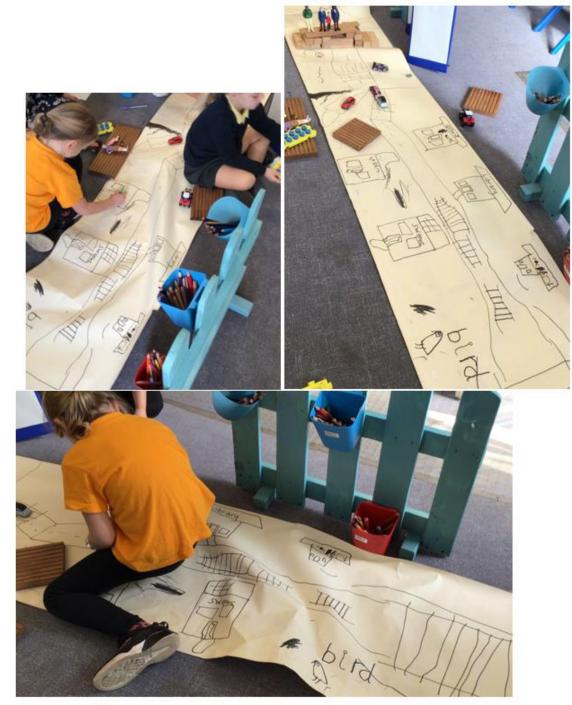












#### Child Led Learning links to Geography

- 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 <u>rolls</u> 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 <u>stained glass</u> 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.









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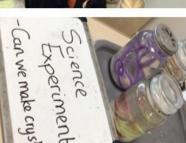




























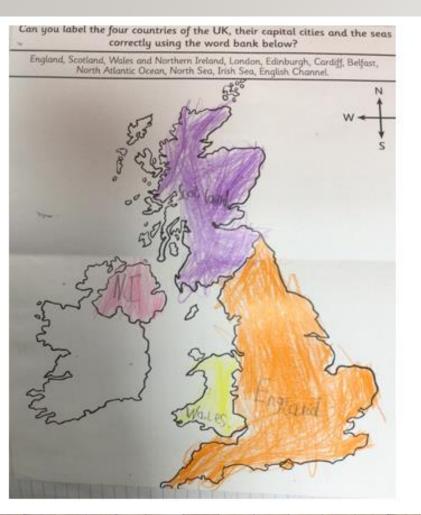


Look what we saw on our adventures by school .. the ration. 5/055

# GEOGRAPHY IN YEAR I – YARMOUTH

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

# LOCATIONAL KNOWLEDGE – YARMOUTH – YI



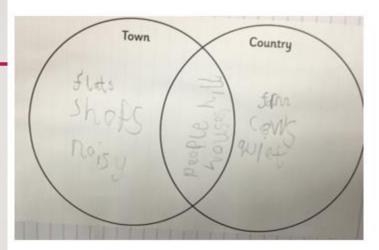
## Locational Knowledge:

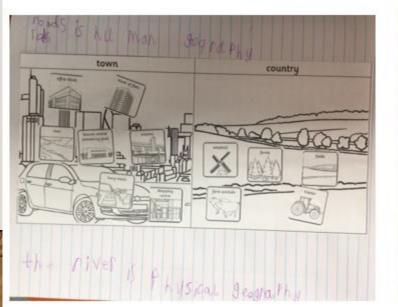
Name and locate the world's seven continents and five oceans.

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



# PLACE KNOWLEDGE – YARMOUTH – YI

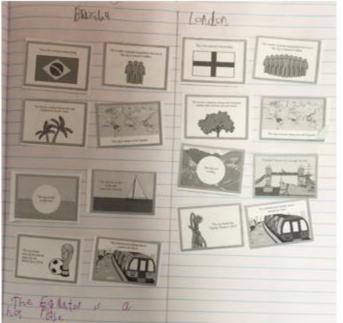




## Place Knowledge:

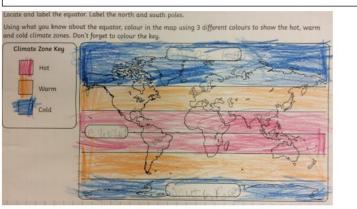
Identify similarities and draw comparisons based on the Human and Physical features of the local and contrasting area.

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



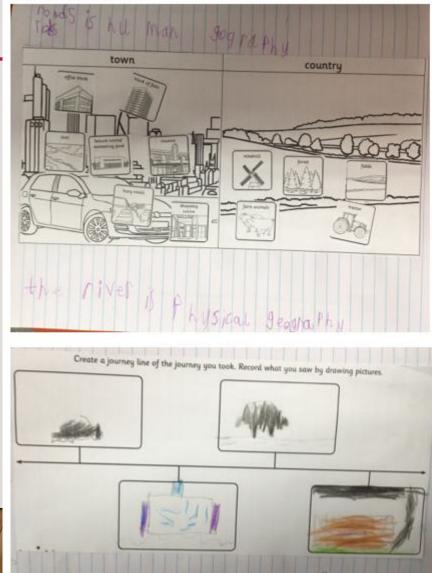
# HUMAN FEATURES – YARMOUTH – YI

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



Design a Home for Ted

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



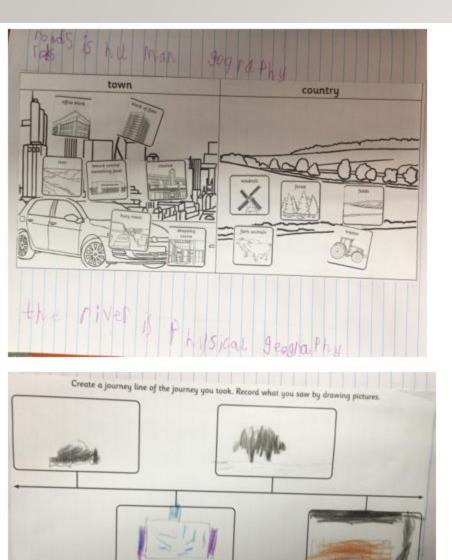
Human and Physical: Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles;

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 – YI

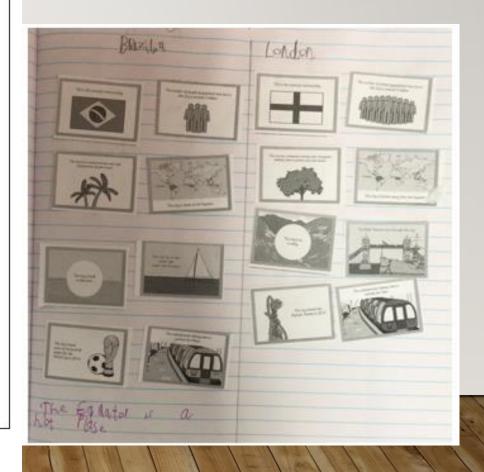


Human and Physical: Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles;

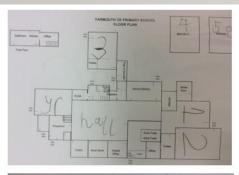
Use basic geographical vocabulary to refer to:

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.



# GEOGRAPHICAL SKILLS – YARMOUTH – YI



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#### Geographical skills

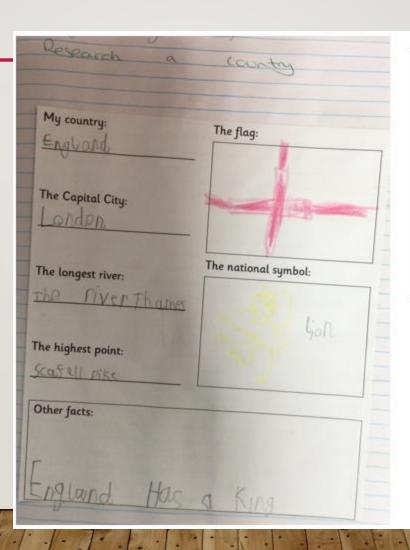
Use simple fieldwork and observational skills to study the geography of Yarmouth and Shaffleet Schools and the grounds including the key human and physical features of the surrounding environment.

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.

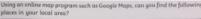
Use a compass to identify direction.

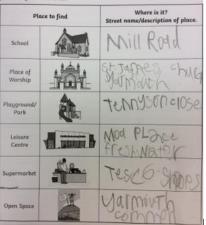
Begin to use locational and directional language to describe the features and routes on a map.



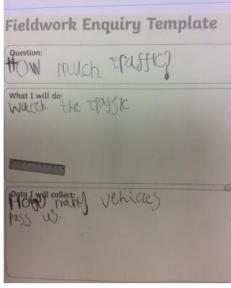
## Geographical skills and fieldwork:

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.



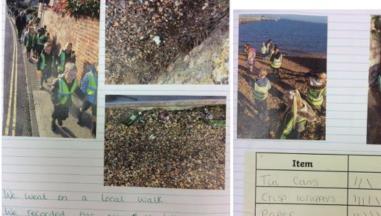


# FIELDWORK – YARMOUTH – YI



#### Fieldwork

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



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on our local walk, we watched and recorded are amount of traffic that passed by our school.

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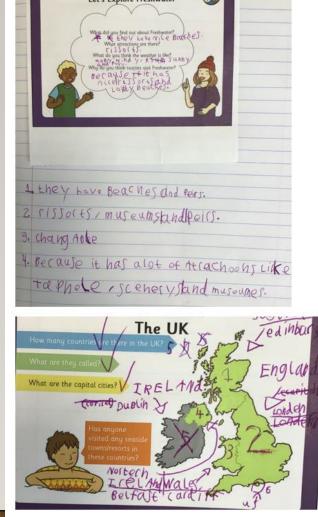
# **GEOGRAPHY IN YEAR 2 – YARMOUTH**

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

## LOCATIONAL KNOWLEDGE – YARMOUTH – Y2

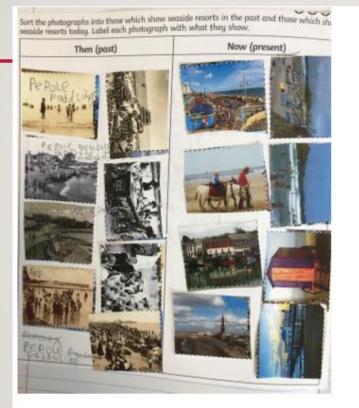


# PLACE KNOWLEDGE – YARMOUTH – Y2



**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



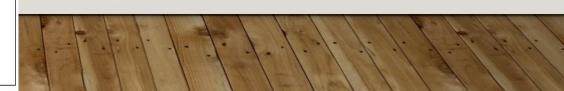
Geographical skills and fieldwork: -Look at and use world maps, atlases and globes to identify the associated studied areas.

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

#### Equator, Tropics, Hemispheres and Poles of the World





#### 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.

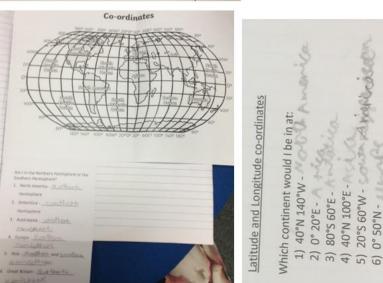
Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere

> 60°W 100, 60

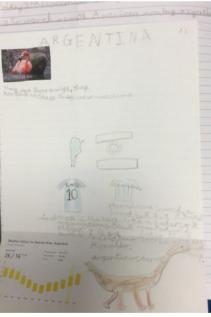
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80°S

50°N



# PLACE KNOWLEDGE – YARMOUTH – Y3



#### Place Knowledge:

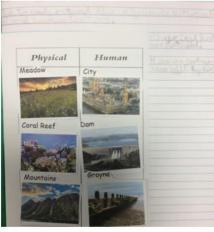
Understand geographical similarities and differences through studying the human and physical geography of Hampshire or the Isle of Wight and in Year 3: European region and in Year 4: A region of South America.

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.

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Formation	Size		
Flag	Population		
	Income		
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LINE	3.100 miles	148.3 sq miles 57 miles	
ELIGION	Christian	Christian	
OURCE OF INCOME	Business, social and other services	Tourism	
OLOURS OF THE FLA	G Blue and White	Blue and White	
TRY FORMED	Late 1800's	Late 1800's	



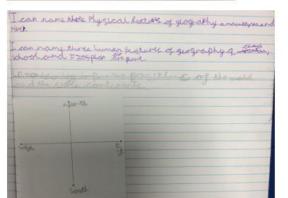
## HUMAN FEATURES – YARMOUTH – Y3



#### Human and Physical:

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

# Physical Field Fie



## Settlement Type Clues

1. A built-up area with a name, defined boundaries, and local government, that is larger than a village and generally smaller than a city. This is a  $\frac{1}{2 + 2 + 2}$ 

2. A small settlement, generally one smaller than a village, and strictly (in Britain) one without a church. This is a <u>strength for the second strict</u>

3. A form and its buildings. This is a Former tool

4. A group of houses and buildings, larger than a hamlet and smaller than a town, situated in a rural area. This is

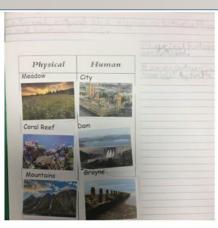
A large town usually containing a cathedral. This is a

## Human and Physical:

Human geography, including: types of settlement and land use

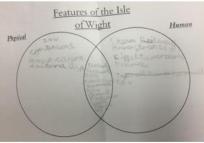


# PHYSICAL FEATURES – YARMOUTH – Y3



#### Human and Physical:

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



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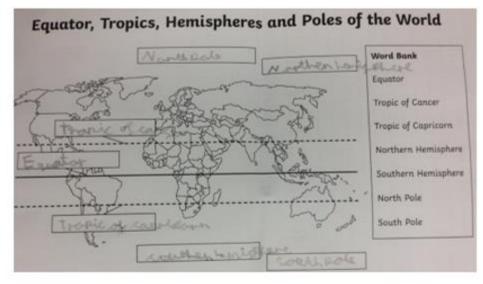
## Equator, Tropics, Hemispheres and Poles of the World



## 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.

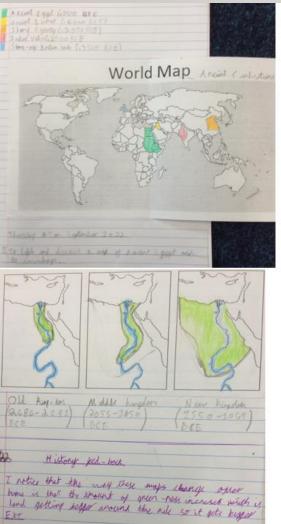


## FIELDWORK – YARMOUTH – Y3

# **GEOGRAPHY IN YEAR 4 – YARMOUTH**

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

# LOCATIONAL KNOWLEDGE – YARMOUTH – Y4



the bess why the answer of grain-rest sets biggs is because it if the answer of contraided and masses increases, also the sevence of people.

#### 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

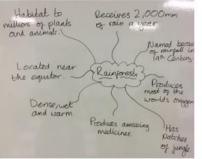
Building on KS1 knowledge of the UK, children begin to explore more of the world, understand how the world has zones and the significance of those zones. Locating places and features accurately on maps also becomes a focus.



<ul> <li>Sort the following cards into order of strength</li> <li>Number the sistemants from Y to S2.</li> </ul>	b from the local in the roat amorful.
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first by easing had they dan't a	thong halding detroyed. (
6 fait reduces by must people. * Weighting a building	Advanced will buildings dealeranged. Wide searchs in the prosent. West gas and obstance and of section.
B Aperaulty designed buildings damaged, ethers collapse.	Tell fag ser g free people. Hang abjects may being

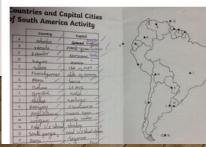


# PLACE KNOWLEDGE – YARMOUTH – Y4





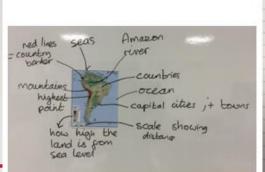


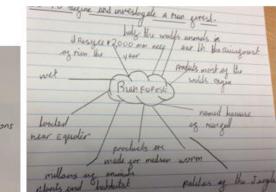


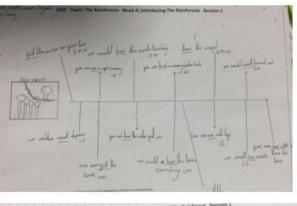
#### Place Knowledge:

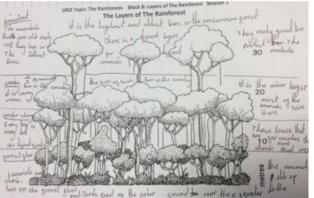
Children develop vocabulary relating to physical and human geographical features from KS1. They begin to develop the skills of comparing regions, by focusing on specific features. Children focus on comparing regions of the UK in depth and start to look at an area outside of the UK.







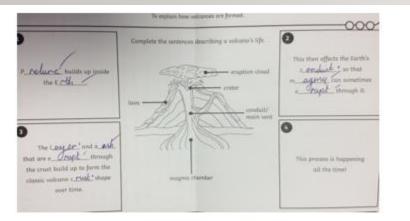


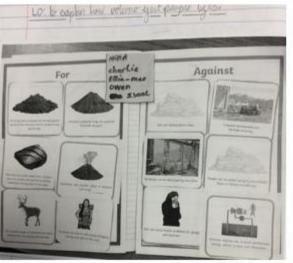


## Place Knowledge:

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





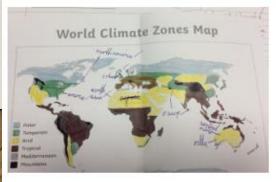
## Human and Physical:

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



## Mexico Venezuel Surinam Columb Brazil Peru **Minute** Congo DRC apua New Gu

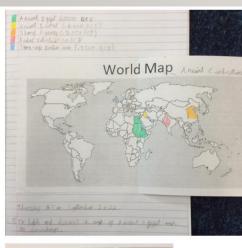


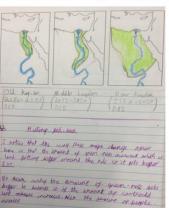
## Human and Physical:

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.

UK\$2 Topic: Earliest Civilisations: Ancient Egyptians Block A: Introduction to Ancient Egypt. Session 2 Blank Map of Ancient Egypt and surroundings Evelar be so Fartile credent is shaped like a lant moon with is the area of land is colled Fortile becaused is even to grow staff on because the grocered in real many of it sogy and full of matrices Noter

## Geography skills

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

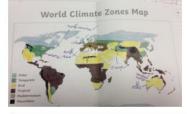




#### Human and Physical:

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



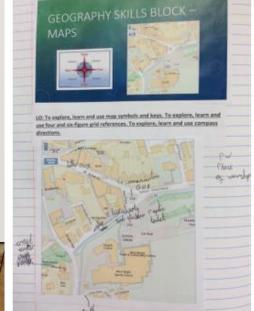




#### Geographical skills and fieldwork:

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.

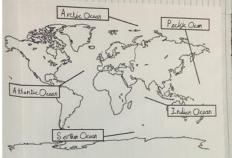
Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

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

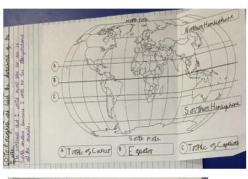
### LOCATIONAL KNOWLEDGE – YARMOUTH – Y5

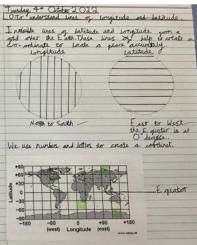


#### Locational Knowledge:

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.





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Activity One

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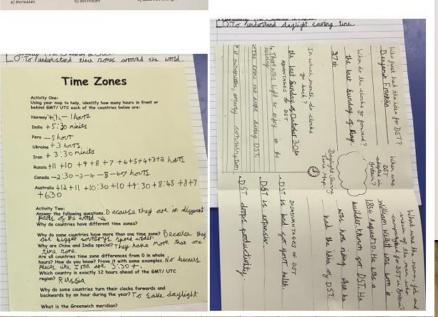
+630

region? RUSSIA

#### 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.

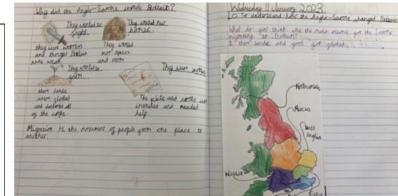


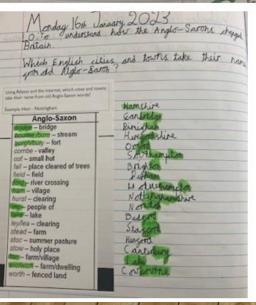
### PLACE KNOWLEDGE – YARMOUTH – Y5

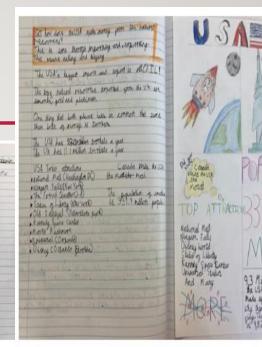
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#### Place Knowledge:

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.







#### Place Knowledge:

18 -

POPULATION

9.3 Million people Met the USA a yearIt is made up of 50 Make and bad

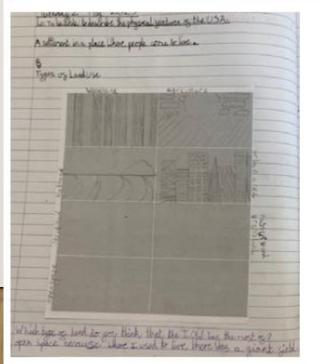
the box areso ater on the

Physicilla are of the USA 14 9826030 sound himsters 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.

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### HUMAN FEATURES – YARMOUTH – Y5

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New York	Busy nature cars buildings	
New Mexico	0	
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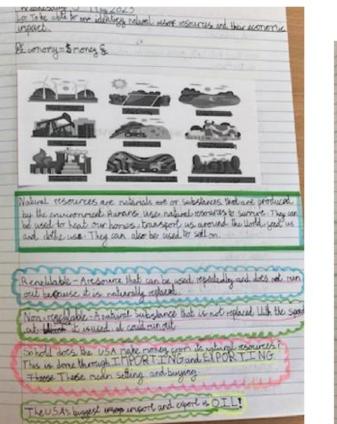


#### Human and Physical:

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



	What features can you see on the digital map?	What words would you use to describe state?
State		bartigal hot
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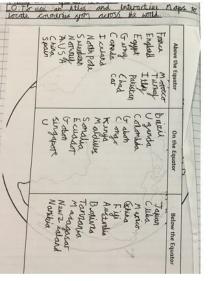
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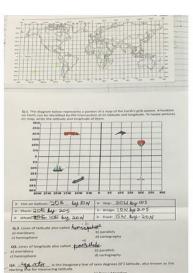
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Physical geography, including climate zones, biomes and vegetation belts, **mountains** and the water cycle.

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 – YARMOUTH – Y5





mentudes dots not chargemards poles.

#### Geographical skills and fieldwork:

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

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

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

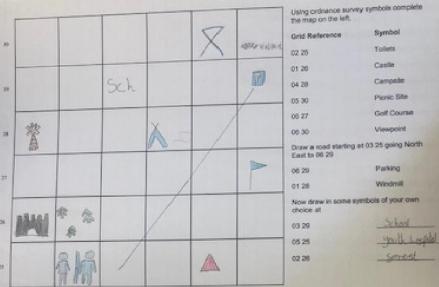
Above the Equator	On the Equator	Below the Equator
France Morocco England Turnay Egypt Pakistan Garny Chad Cannola car I celand North Pole Sweeteen Norvall AUSA China Spain	Brizil U ganda Colombida G aboth C orgo Kunya M aldilles Sonalia Ecuadot G oboth Singapore U	Japan Cillos Marios China Fiji Australia Badinto Tantania Madagasar New 2 ealand Nanikia

A field sketch of: Yarouth Piel

Geographical skills and fieldwork:

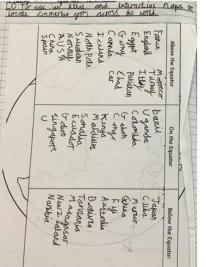
Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

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



105

### FIELDWORK – YARMOUTH – Y5

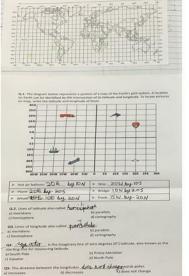


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Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

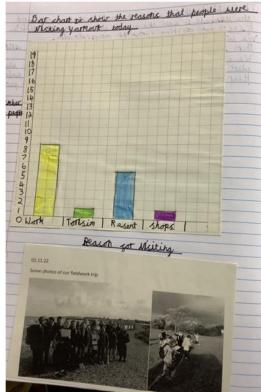
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Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.



## Visting yarmout today





#### Fieldwork

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

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#### Fieldwork

Ask questions, come up 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**

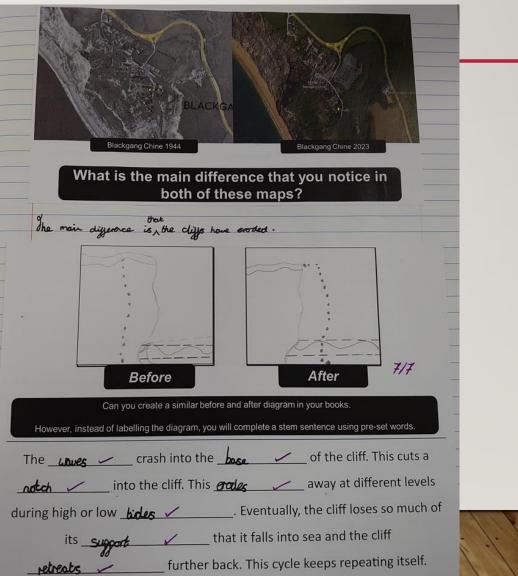
- Locational Knowledge
- Place Knowledge
- Human Geography
- Physical Geography
- Geographical Skills
- Fieldwork

### LOCATIONAL KNOWLEDGE – YARMOUTH – Y6

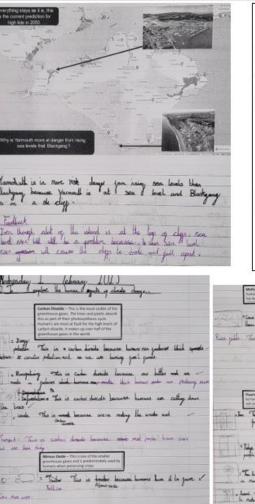
#### Locational Knowledge:

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

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13. Japan 33°0" N 135°0'0"E	3. France 48°0'0"N- 2°00"E-
	4. Greece 40°000 N - 258000E
	5. Norway 60°00"N 10°00"E
	6. Netherlands 50°00"N 6°08"E
	7. Australia 2000"s 123°0'0"E
	8. china 33°00" N 105°00"E
	9. India 80°0'0"E 20°0"N
	10. United states 372902°N 95°7129



### PLACE KNOWLEDGE – YARMOUTH – Y6

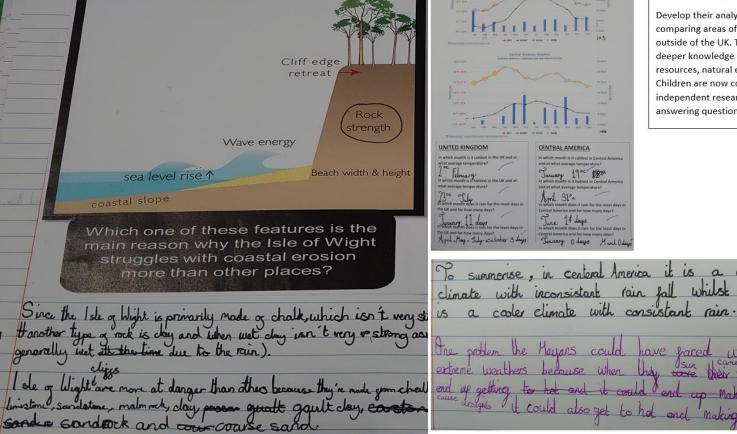


#### Place Knowledge:

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

Exploring the impacts of tourism on a local area.

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





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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.

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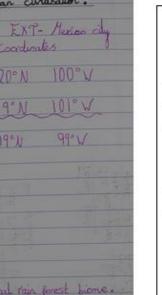
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### HUMAN FEATURES – YARMOUTH – Y6

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14°N:89°W	El Salvador	
15°N:87°W	H Honduras /	
20°N:90°W	Mexico /	



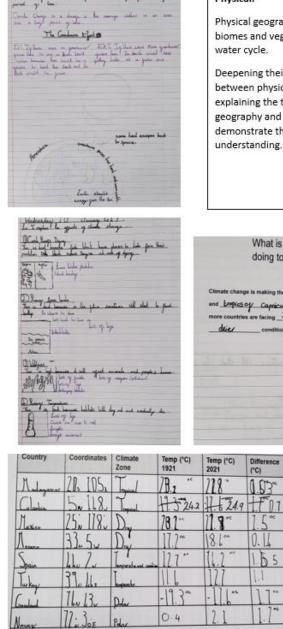
#### Human and Physical:

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;

	The Energed larger in the optic timespect larger in the highest point of the tree thus means it gets the most surlight and rain to help the tree grow.	1. Dearlet Maxai 2. Harry tagla 3. Capuchia Markey 4. Canary winged parakeet 5. Squirel Markey 6. Morphe bulleyly
	Canapy layer The canopy layer is a better environment for almals because it is surry and wet but more shallend than the Integral layer above.	1. Two. tool. skell 2. Nowler Horkey 3. Emerald tree bawer 4. Green Iguana 5. Toos Bucan
	Understory Layer The undestory layer Provides Cover and chade for animals that Prepere to be closer to the gravid.	1. Sportling Videtan 2. Grade balldog bat 3. Praying Mindie 4. Golden Leve Loa 5. Postman Lutherfly 6. Red-ayed Yog 7. Tagan
44 14 1 18 B	French floor The form theor is the dorkast dariest taytor tedoes that they have be tallets above providing food som for all the induces.	1. Click Barlin 7. Hercules 2. Giant Adealer Beatle 3. Burnening worm Beatle 4. Long caller Anto 5. Giant Easter 4. Click Barl Fatro

### PHYSICAL FEATURES – YARMOUTH – Y6



ITT The UN I what days is

#### 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.

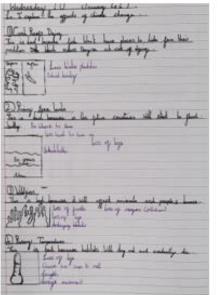
	doing to climate zones?						
· p-	Climate change is making the <u>Lippics of cancer</u> and <u>Lippics of Capicore</u> grow larger, therefore more countries are facing <u>Histor</u> temperatures and <u>dier</u> conditions.						
<u> </u>	I the the second state of the						
4.	The second second						

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What is climate change

### GEOGRAPHICAL SKILLS – YARMOUTH – Y6

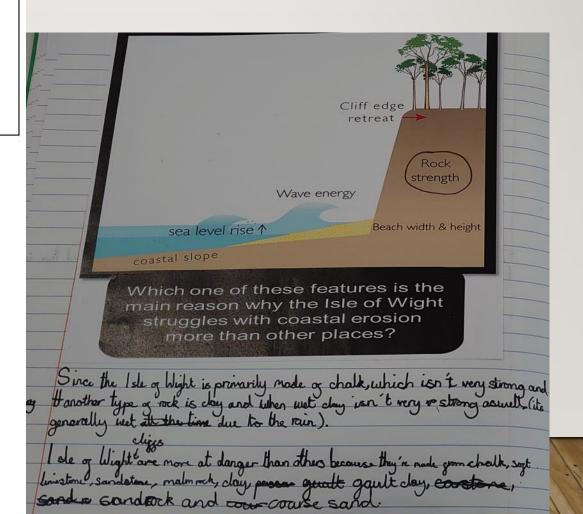




#### Geographical skills and fieldwork:

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.

. wa	Thing topology and Rolling lice caps have liked well like for the country the rall like galar ice caps
للد مر لغن	Finning Sen levels and flooding are listed because then I the sen links well if goes and over land
سر ځا	Tur ap 1 physics app Pally
	Pill us Duck of cap the use heavy San lands have are awing rises because of sellingues caps
مكلفوه	Lonne la Education Loganne ion Lonne las Josanne : hace Lone x love : housanne : house



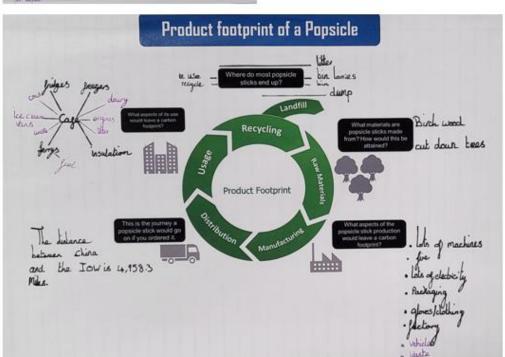
### FIELDWORK – YARMOUTH – Y6

#### Now would sea level rises affect some of the world's largest/ most well-known cities? .... hang the advancements: you are find annexes to the Annex ... antiq Readed. What important things would be ... streams. You award als this as a builty poster list. .... 2. Hand on the entrand of the sity that enable to offected by tea level the which 5 offer would be most affected hore the integration ... ... 8. Which country would disappear completely if any levels rose 3 low ... 3. Look at a map of the world, Car you name a country that a frame? Miles die unse Minis it wonald for aufer? ... This events effect is what would happen if global temperatures rous by EV, Bauel on pear work from last lesses. Roughly, four lang would that take if itings continued has .... they are going? Anisond 7 man ... ... ....

#### 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

### • <u>Teachers</u>

- Access to more resources Subscribed to Digimaps
- <u>Children</u>
- Access to further activities investigating the outdoors more frequent fieldwork has taken place

### **ACTION PLAN**

2022/2023 One Page Subject Action Plan	FDP Links –
	Strategic Objective 1: Aspire
Subject – Geography	Ensuring the provision of high quality curriculum
, ,,	Strategic Objective 3: Collaborate
Subject Lead – Nickie Jones	Sharing good practice – Federation. Seeking good practice further afield.
	Strategic Objective 5: Stabilise
	High quality CPD

				1			
ACTION	WHY?	HOW?	WHO?	COST/RESOURCES?	OBJECTIVE	EVALULATION	NEXT STEPS
		Success			ACHIEVED?	What has been the	
		Criteria				impact?	
To ensure that	To show clear	Book checks	Subject	https://www.geography.org.uk/teaching-			
Geography is	phase	<ul> <li>half termly</li> </ul>	leader	resources			
threaded	progression of						
through the	vocabulary,	Portfolio					
wider curriculum	sentence stems	evidence					
	and key	submitted					
Develop knowledge	questions.						
organisers for		Pupil Voice					
whole school	To ensure the						
	profile of the	Geography					
Promote	subject and	displays					
opportunities for	specific						
Geography to be	vocabulary is						
taught within other	raised						
subjects							
To audit the CPD	Supporting	Create	Subject	https://www.geography.org.uk/Support-			
needs of	quality teaching	teacher's	leader	Guidance			
teachers in the	of Geography	subject self-	leader	Guidance			
federation	or obegraphy	evaluation	Finance				
	Supporting	Gather	Tinance				
	colleagues to	responses	SLT				
	cover a broad		311				
	Geography	Source					
	curriculum	funding/CPD					
		relevant to					
		needs					
		•	•	•		•	

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.

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

Next steps:

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

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 Digimans to help achieve targets listed above
- Look into floor books is this something KS1 would be interested in?