

Geography

Intent



Geography



Why is geography important at Abbots Green?

INTENT

At Abbots Green, we truly believe in ensuring our children grow as individuals. This is at the heart of our school rainbow values which filter through our geography lessons. Children learn to become resilient, ambitious and independent learners as they develop their knowledge and skills to become geographers. We consider that having a broad, balanced curriculum inspires and ignites children's curiosity but also contextualises learning, enabling children to develop a passion for learning. By providing first hand experiences, children revisit prior knowledge and build upon this and their understanding across a wide range of subjects.

We believe in an active teaching approach which inspires and motivates not only children but also teachers. Geography is an ideal forum to enrich and support other areas of the curriculum, particularly, English, maths, science and history. Whilst we understand that cross curricular links and connections are key, we also recognise the need for depth and revisiting within our modules at Abbots Green.

Geography

INTENT

Geography enables children to investigate places and identify the patterns between the relationship of physical features of a place and the human activity. We use the National Curriculum 2014 and the Early Years Foundation Stage Early Learning Goals to plan our curriculum. Across all year groups, geography drives this modular, cross-curricular approach, allowing children to apply their knowledge and understanding in different contexts.

By blocking geography, it enables the subject to be given the time it deserves ensuring the depth of learning is provided. Additionally, children are given the time to build upon their prior knowledge, vocabulary, understanding and skills. Our long-term curriculum has been carefully mapped out to ensure the coverage is met but also there is a balance of history and geography over the year.

Geography

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National Curriculum Aims for geography:

- To help children make sense of their own surroundings through learning about their own locality and the interaction between people and their environment.
- For children to develop an interest in the wonder of the world, including an appreciation of ethnic, cultural and economic diversity.
- To develop the skills necessary to carry out effective geographical enquiry.
- To develop a sense of responsibility towards the environment and an understanding of the human impact on the natural world.
- To enrich and support other areas of the curriculum.

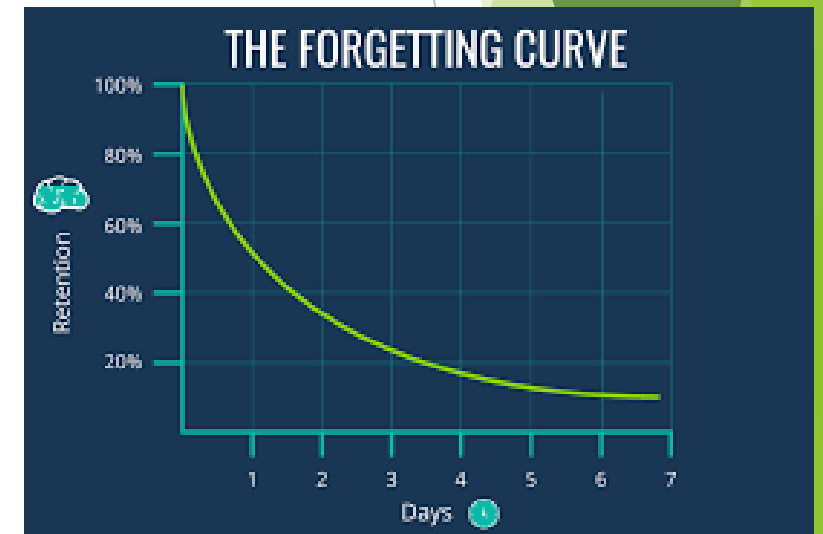
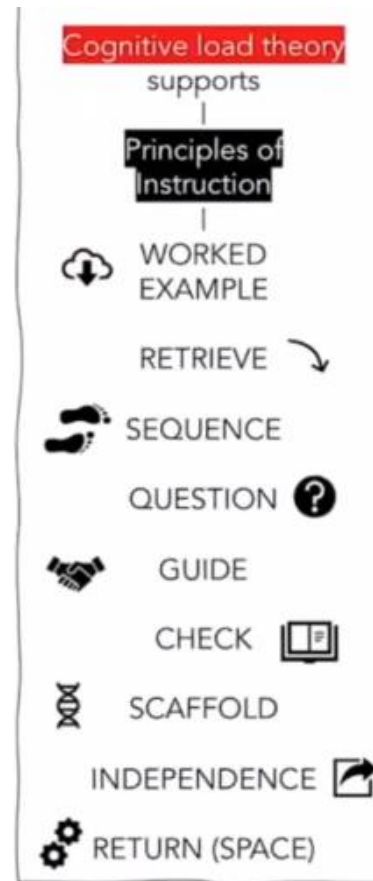
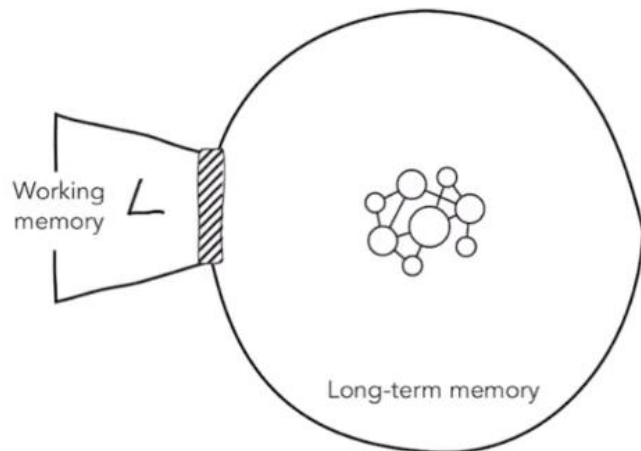
We believe that children learn best when they are enthused and inspired by a real purpose. Therefore, medium term plans are often based around a key question and each lesson will lend itself to the overarching question. An example of an overarching question could be: 'What is similar and what is different between the Lake District, Tatra mountains and the Caribbean?'. Throughout the module, there are incredible opportunities for involvement of parents, governors and the wider community in the children's learning, such as using the local experts to talk about Abbey Gardens or getting the parents in to support.

Geography

What research underpins our practice?

Three significant evidence-informed components underpin our ambition at Abbots Green: Sweller's cognitive load theory, Rosenshine's principles of instruction and Ebbinghaus' forgetting curve theory. These are recognised in the long-term teaching sequence, our teaching practice, and the tasks we set for children to think hard and thrive within.

INTENT

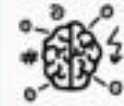


Geography

Curriculum Intent: Abbots Green's Curriculum: Who and why?

INTENT

- PP 16.5% (National 22.8%)
- SEND 5.2% (National 14.8%)
- EAL 8.9% (National 21.2%)



Poor working memory and ability to recall

Limited aspirations and expectations



A range of vocabulary/experiences



Positive learning behaviours

Fast paced lives



- Social isolation
- Resource rich families
- Lack of quality interaction

Suffolk bubble

A growing school creates gaps against learning



Military New joiners

Strong parental engagement



Challenge our pupils to apply and broaden their knowledge of the world

Superficial understanding



Early Years



In Early Years, children are encouraged to become geographers as they learn about the world around them.

Children will;

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- 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.

INTENT

Reception Curriculum Coverage Grid Geography	Use a world map to find places visited on holiday – display with photographs.	Discuss / describe the woods. What features would you see?	Talk about similarities /differences between a jungle and where we live.	What is a cave? What would it be like to live in a cave?	Discuss / describe the woods. What features would you see?
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EYFS Vocabulary to Communicate Geographically

Evergreen Nursery	Reception
street	Home
road	land
bridge	sea
school	beach
church	cliffs
house	globe
shop	earth
bungalow	country
traffic lights	city
zebra crossing	town
roundabout	local area
map	atlas
journey	forest
town	hill
	mountain
	jungle
	different
	similarity
	physical feature
	human feature
	What can you see?
	What can you observe?

Geography in EYFS to year 1

Year 1: Autumn, Spring and Summer term

Maps – drawing, using, knowledge

- Begins to make marks to represent home
- Begin to make marks to represent buildings, trees roads
- Begin to make marks to represent journeys
- Showing an interest in maps e.g. look at atlases, road maps, treasure maps
- I can explain the difference between land and sea on a map
- I begin to show an interest in google maps and look at features from a birds eye view

Place and location



- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.

Place Knowledge

- Make observations about their local environment e.g. park, school, home

Compare and contrast

- 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.



Geographical Enquiry

- Naming simple features e.g. trees, ground, wall, grass, road
- Using some descriptive vocabulary to describe features e.g. tall tree, long wall
- Begin to compare features of different environments e.g. park compared to house

Direction

- Follow one step positional instructions e.g. stand up, sit down
- Follow positional instructions e.g. under the table, through the table, stand next to...

Vocabulary

- Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map



INTENT

Below is a grid which highlights how our curriculum delivers the National Curriculum by introducing the module and revisiting it too. Revisiting a module is part of spaced retrieval practice which enables pupils to deepen their understanding and embed their learning, therefore storing their knowledge in their long-term memory.

Geography National Curriculum Expectations KS1	Year 1			Year 2		
	Autumn	Spring	Summer	Autumn	Spring	Summer
Locational knowledge name and locate the world's seven continents and five oceans name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	Introduce Revisit	Revisit				
Place knowledge understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country						Introduce Revisit
Human and physical geography 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			Introduce Revisit			
use basic geographical vocabulary to refer to: <u>key physical features</u> , including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather <u>key human features</u> , including: city, town, village, factory, farm, house, office, port, harbour and shop			Introduce Revisit	Introduce Revisit		
Geographical skills and fieldwork use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage	Introduce Revisit		Revisit			Introduce Revisit
Use simple compass directions (North, South, East and West) and locational and directional language (for example, near and far; left and right), to describe the location of features and routes on a map		Introduce	Revisit	Introduce Revisit		Revisit
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				Introduce Revisit		Revisit
use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.						Introduce Revisit

Geography LKS2 Coverage

INTENT

Geography National Curriculum Expectations LKS2	Year 3			Year 4		
	Autumn	Spring	Summer	Autumn	Spring	Summer
Locational knowledge <ul style="list-style-type: none"> 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 			Introduce Revisit			
<ul style="list-style-type: none"> 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, <u>coasts</u> and rivers), and land-use patterns; and understand how some of these aspects have changed over time 		Introduce	Revisit			Introduce Revisit
<ul style="list-style-type: none"> identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) 	Introduce	Revisit		Introduce	Revisit	Revisit
Place knowledge <ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America 	Introduce		Revisit			
Human and physical geography <ul style="list-style-type: none"> describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 			Introduce Revisit	Introduce		Revisit
<ul style="list-style-type: none"> human geography, <u>including</u>: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water 			Introduce Revisit			
Geographical skills and fieldwork <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	Introduce	Revisit		Introduce	Revisit	Revisit
<ul style="list-style-type: none"> 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 	Introduce	Revisit	Revisit	Introduce	Revisit	Revisit
<ul style="list-style-type: none"> 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. 	Introduce	Revisit	Revisit	Introduce	Revisit	Revisit

Geography UKS2 Coverage

INTENT

Geography National Curriculum Expectations LKS2	Year 5			Year 6		
	Autumn	Spring	Summer	Autumn	Spring	Summer
Locational knowledge <ul style="list-style-type: none"> 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 			Introduce Revisit			
<ul style="list-style-type: none"> 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, <u>coasts</u> and rivers), and land-use patterns; and understand how some of these aspects have changed over time 	Introduce		Revisit	Introduce		Revisit
<ul style="list-style-type: none"> identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) 	Introduce	Revisit	Revisit	Introduce		Revisit
Place knowledge <ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America 	Introduce	Revisit	Revisit	Introduce		Revisit
Human and physical geography <ul style="list-style-type: none"> describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 	Introduce	Revisit	Revisit	Introduce	Revisit	Revisit
<ul style="list-style-type: none"> 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 	Introduce	Revisit	Revisit	Introduce	Revisit	Revisit
Geographical skills and fieldwork <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	Introduce	Revisit	Revisit	Introduce	Revisit	Revisit
<ul style="list-style-type: none"> 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 	Introduce	Revisit	Revisit	Introduce	Revisit	Revisit
<ul style="list-style-type: none"> 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. 	Introduce	Revisit	Revisit	Introduce	Revisit	Revisit

Geography

Implementation



Geography

At Abbots Green, we ensure children's enquiry skills develop as well as their understanding and knowledge by using a progression of skills grid. The progression of skills grid details how children can develop each enquiry strand for the Early Years Foundation Stage and each year group from years 1-6. The grid enables children to build upon a prior skill and improve it, whilst developing a new skill. Ultimately by Year 6, children will be able to answer a question using a particular enquiry strand, i.e.: to investigate patterns.

IMPLEMENTATION

Investigate places

This concept involves understanding the geographical location of places and their physical and human features

Investigate patterns

This concept involves understanding the relationship between the physical features of places and the human activity within them, and the appreciation of how the world's natural resources are used and transported.

Communicate geographically

This concept involves understanding geographical representations, vocabulary and techniques.

Subject concepts (skills)

Place

- Ask and answer geographical questions about the physical and human characteristics of a location.
- Explain own views about locations, giving reasons.
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.
- Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.
- Use a range of resources to identify the key physical and human features of a location.

Geographical patterns

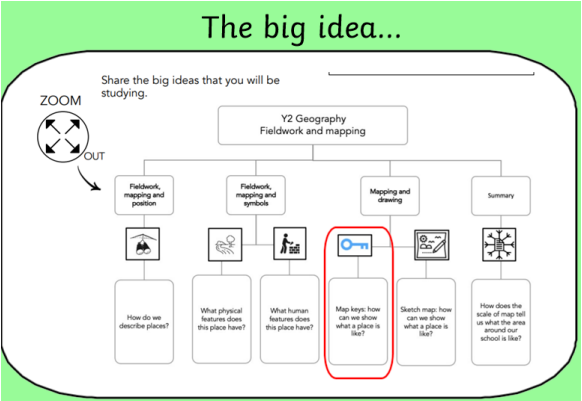
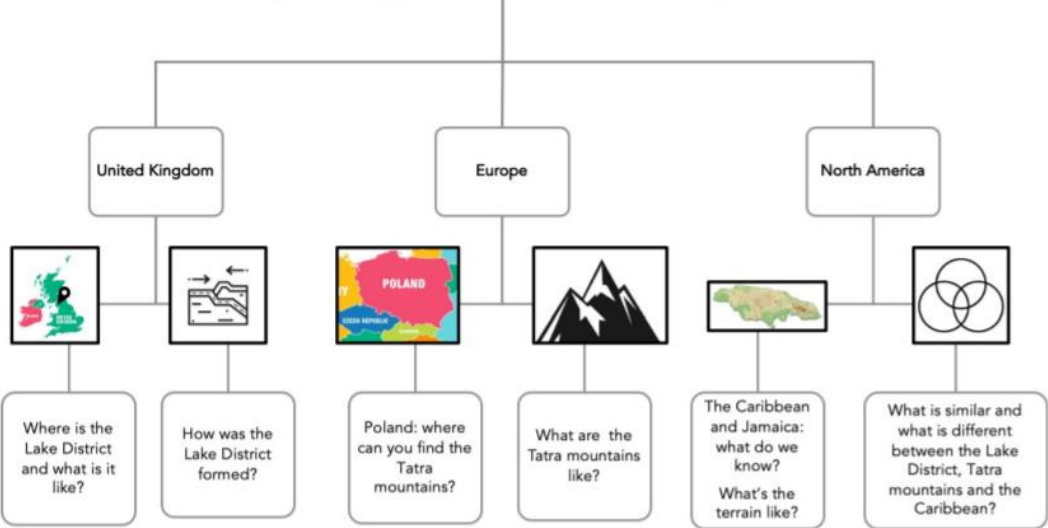
- Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.
- Describe geographical similarities and differences between countries.
- Describe how the locality of the school has changed over time.

Big idea

The Big Ideas

At Abbots Green, the children understand their learning sequence within a module through utilising the big ideas document for each module. These have been created as a child-friendly medium term plan. Children are able to recognise and articulate what they have learnt and see where their learning will take them as they progress with the module.

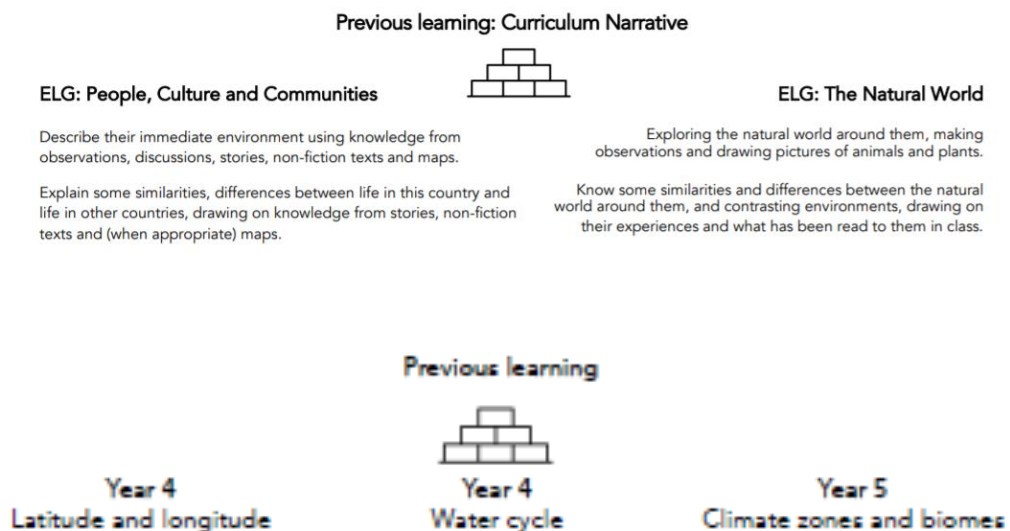
Comparison of a region of the UK, Europe and North America



Geography

Our knowledge rich and vocabulary rich curriculum, and skills provision in the Early Years Foundation Stage strategically supports learning in Year 1 through careful mapping of content in both phases of the school. This is also the case throughout the school, where the modules have been mapped carefully to ensure children are continuously building upon prior knowledge and vocabulary. We use retrieval practice which enables pupils to revisit their learning regularly to ensure it is retained and embedded.

IMPLEMENTATION



Geography

Accompanying each lesson within a module, knowledge notes are used by teachers to support with their planning and enquiry skills in order to develop children's geographical understanding as well as additionally support our vocabulary-rich curriculum.

Teachers also use knowledge notes to introduce new subject specific vocabulary (tier 3 words) that are useful within a particular lesson. A knowledge note reduces the split attention effect and keeps the foundational knowledge in an accessible location.

They are usually positioned on the left hand side of a page for KS2, however can be position on the right hand side of the page to support left-handed pupils.

In KS1, knowledge notes are positioned along the top of the page. Knowledge notes are printed on green making them easily accessible and the noun project is used both to support dual coding and our SEN learners.



Where is the continent of Africa?

 Where is Kenya?

What are the physical and human features?

A **continent** is a huge areas of land with many countries.

Kenya is found in the continent of **Africa**

A few countries in Africa:

- ✓ Egypt
- ✓ Kenya
- ✓ South Africa
- ✓ Zimbabwe

Kenya is in East Africa

coast 

mountains
Mount Kenya 

dry grasslands (savannas) 

tea and coffee farming

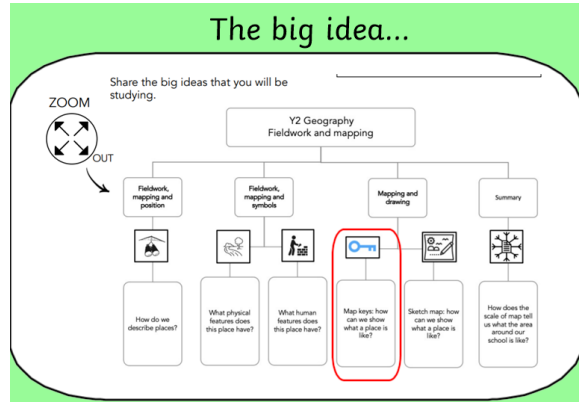
Kenyan Flag - shield from the Masai tribe means defence

 **people**
blood
wealth

Geography

Across Years 1-6, lesson inputs follow a mirrored structure.

1



2

Question time...

Tick the human features below:

Houses	Valley	Cliff	Road

- Recapping the big idea to ensure children understand the learning sequence.
- Retrieval question
- Knowledge note
- Vocabulary focus and vocabulary task.

3

Today's key question:
How can we show what a place is like?

Investigate places

4

Lets explore this word...

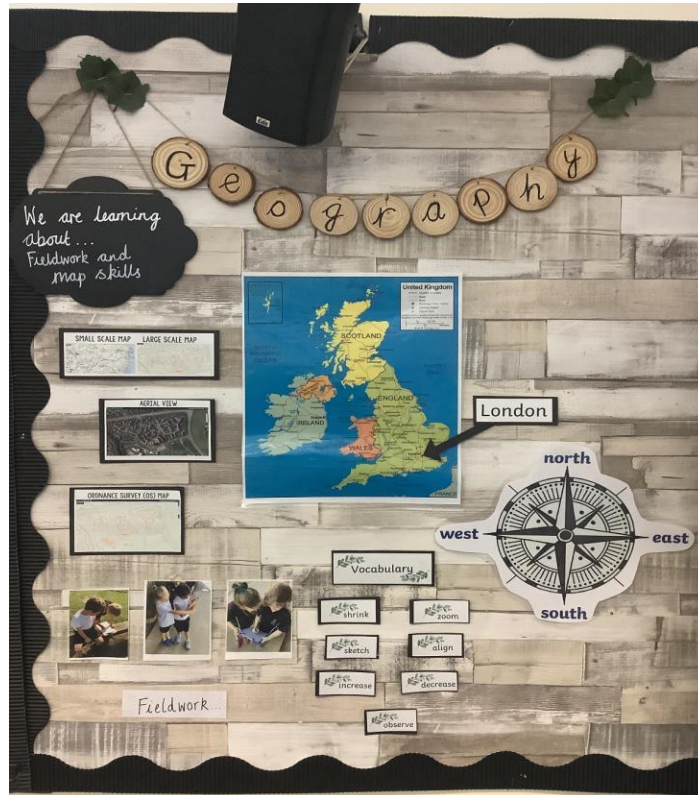
KNOW ↓	LINK	ANALYSE	Use and apply in a sentence
symbol			
symbol	a mark or character used as a standard representation of something		

We also link our learning to the geographical skill that we are focusing on that lesson.

Geography

During the teaching of geography, every classroom has a working geography display to showcase children's work but also acts as a working wall. It stands as a platform for children to refer to the subject specific vocabulary (tier 2 and tier 3 vocabulary). To enhance the children's development of becoming geographers, we provide them with exciting opportunities from our Abbots 50.

IMPLEMENTATION



Year group	Geography
Reception	
1	Visit the coastline
2	
3	Take part in a debate
4	To meet people who work in the local community
5	
6	

Geography



Reading

In our geography curriculum, we believe children should be exposed to high quality texts to support learning and allow children to develop skills in accessing information from a range of sources. Furthermore, vocabulary plays a significant role within our geography curriculum. Subject specific vocabulary (tier 2 and tier 3 words) is incorporated into each module and explicitly taught throughout the sequence of lessons. Children are encouraged to become reflective and independent learners by creating their own 'Vital Vocabulary' sheets allowing them to create their own bank of vocabulary acquired. These are dual coded allowing them to be SEN friendly but also support our visual learners. We use curriculum visions to ensure our subject content has supporting materials that can be accessed in school and at home.

IMPLEMENTATION

Academic and elaborative vocabulary (Tier 2)

reoccurring	happening again and again	pollution	introduce a harmful or poisonous substance into the environment
sequence	an order to follow	consequence	result or effect of an action
infiltrate	get into	impact	action of one thing on another
permeate	spread throughout	environment	surroundings that an animal (including humans) or plant lives
increased	greater in size	intense	extreme force

Thursday 13th May 2021

What are the features of a river?

[Define](#)

Where two rivers meet.

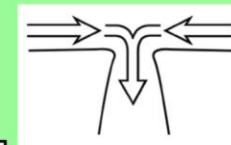
[Origin](#) - Latin

con - together
fluence - flows

confluence

This small hamlet lies at the confluence of two rivers.

[Picture](#)



[Apply](#)

Vital Vocabulary – words we love and use
Geography: Rivers

Word	What it means?	Clue
upper course	The start to a river.	
middle course	The middle part to a river.	
lower course	The last part to a river that opens up to the mouth.	
Floodplain		
Mouth	Where the river opens up to the ocean.	
Meander	When the river flows out.	
River bed	The part of a river that's mostly mud.	
tributary	When smaller rivers meet a bigger river.	
Rapids	Fast rocks that stick out of the river.	

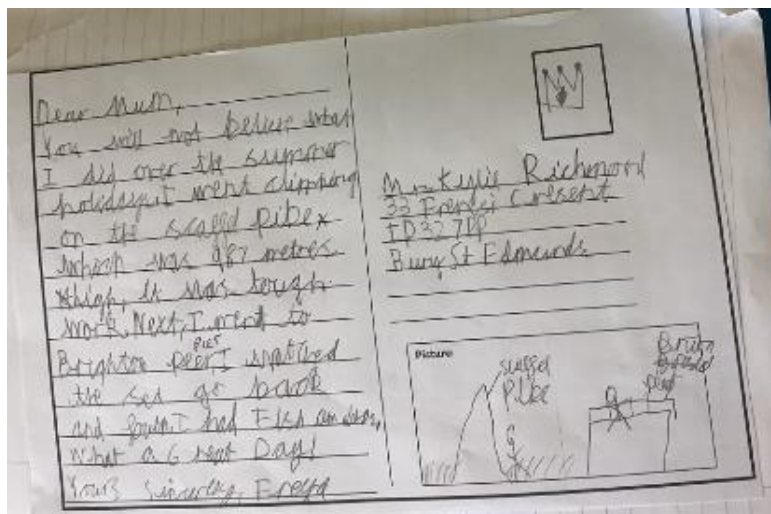
Geography

Oracy

Oracy is promoted as children are encouraged to speak using full sentences and incorporate their geography-specific vocabulary when talking. This is modelled by adults using my turn, your turn.

Writing

Pupils are expected to write across all areas of the curriculum with teachers modelling how to write purposefully in each subject.



Geography

Continuous Professional Development

All staff have undergone CPD in Sweller's cognitive load theory and split attention affect and Rosenshine's principles of instruction. Furthermore, staff have been trained in the Theory of Reading which emphasises the importance of teaching reading across all subjects and the importance of vocabulary – including etymology and morphology of words. As part of this training, we looked at ways we can explicitly teach and link vocabulary using word maps or word paths.

IMPLEMENTATION

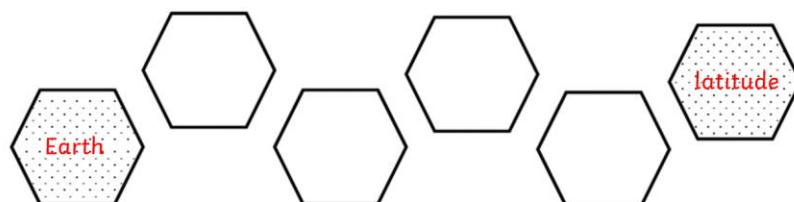


5 phase approach to teaching vocabulary.


Thursday 10th June 2021 My Turn

How can you find exact locations around the world?

What words can we use to connect the path?



Which words?



- Tier 3**: Low frequency, context-specific vocabulary – language that is taught as part of a specific subject or domain.
- Tier 2**: High frequency and multiple meaning vocabulary, often found in adult conversation and literature.
- Tier 1**: Basic vocabulary needed to function in daily life.

Geography

Impact



Geography

Quizzing

At Abbots Green, we use cumulative quizzing as an assessment tool which allows children to demonstrate their excellent subject knowledge and understanding as well as applying the vocabulary acquired. Children show great enjoyment with their quizzing. Teachers use this quizzing to collate and identify misconceptions, which are then addressed in the next history lesson. Additionally, at the end of each lesson a verbal quiz takes place as a summary of the retention of knowledge. Questions that have already been completed are continually revisited to support the retention of knowledge and allow children to store this knowledge in their long-term memory.

In KS2, when the children reach the end of a learning module, they complete the quiz again, answering all the questions without using their book to refer to. This acts as an end of unit quiz which is collated and analysed to inform future planning of the revisit lessons. This ensures misconceptions are discussed and allows knowledge to be stored in the long-term memory.

IMPACT

Monday 12th April 2021

What is the water cycle?

Plenary

Please add some words to your vital vocabulary sheet.

1. Cycle means...

(A) a list of things in order.
(B) to put events in a list.
(C) a series of repeat events.
(D) I'm not sure

2. The origin for the word **cycle** is...

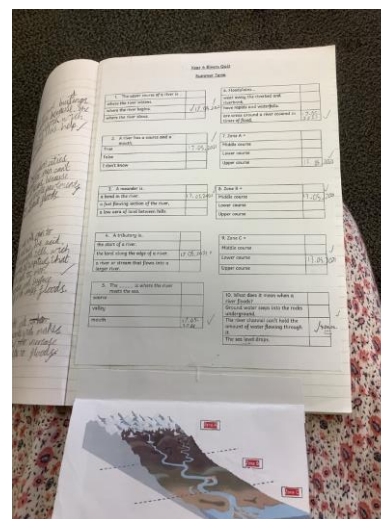
(A) Greek
(B) Latin
(C) Old French.
(D) I'm not sure

3. Does water go away permanently?

(A) Yes - water can really go away permanently because puddles disappear.
(B) No - water never goes away permanently, it just changes its property - water to water vapour.
(C) I'm not sure.

10. Evaporation means...

(A) water moisture and vapour cools and becomes denser to form clouds.
(B) water falls from clouds in the form of rain, hail or snow.
(C) water is heated up so it becomes water vapour and tiny water particles in the air.
(D) water seeps into the ground and soil saturates rocks and soils.
(E) collects in rivers and lakes and runs back to the sea.
(F) water makes its way underground to streams, rivers, lakes or the sea.



Assessment

At Abbots Green, we use class assessment grids to highlight the children that need support and the children that are working above expectations. The assessment grids detail the sequence of learning and allow teachers to map out the geographical skills across the unit.

Lessons	Investigate places	Investigate patterns	Communicate geographically	Support	Stand out
1.					
2.					
3.					
4.					
5.					
6.					

Assessment

EYFS use the early excellence assessment tracker as an assessment tool is based around a Birth-5years child development framework. The assessment picture for each child is based on practitioner knowledge gained predominantly from observations and interactions with the child. Practitioners consider what a child can do consistently and independently in a range of everyday situations and take account of evidence from a range of perspectives. Effective assessment takes place within responsible pedagogy which enables each child to demonstrate learning in the fullest sense. It takes place when children have the opportunity to demonstrate their understanding, development and learning behaviours in a range of contexts. Through their access to a rich learning environment, children are provided with the opportunities and conditions in which to demonstrate all aspects of their geographical development in both the indoor and outdoor learning environments.

Image



Observation Note

Polly was playing with the animals outside of the jungle area. EYP prompted Polly to go and look at the animals in the jungle area. Polly picked up the monkey and started placing it on the branch. EYP asked Polly 'do monkeys live in the trees?', Polly nodded. EYP extended by asking 'where do the elephants live?'. Polly picked up an elephant and placed it in the water. Polly continued to play in the jungle area with all the animal, placing them in the places where they live.

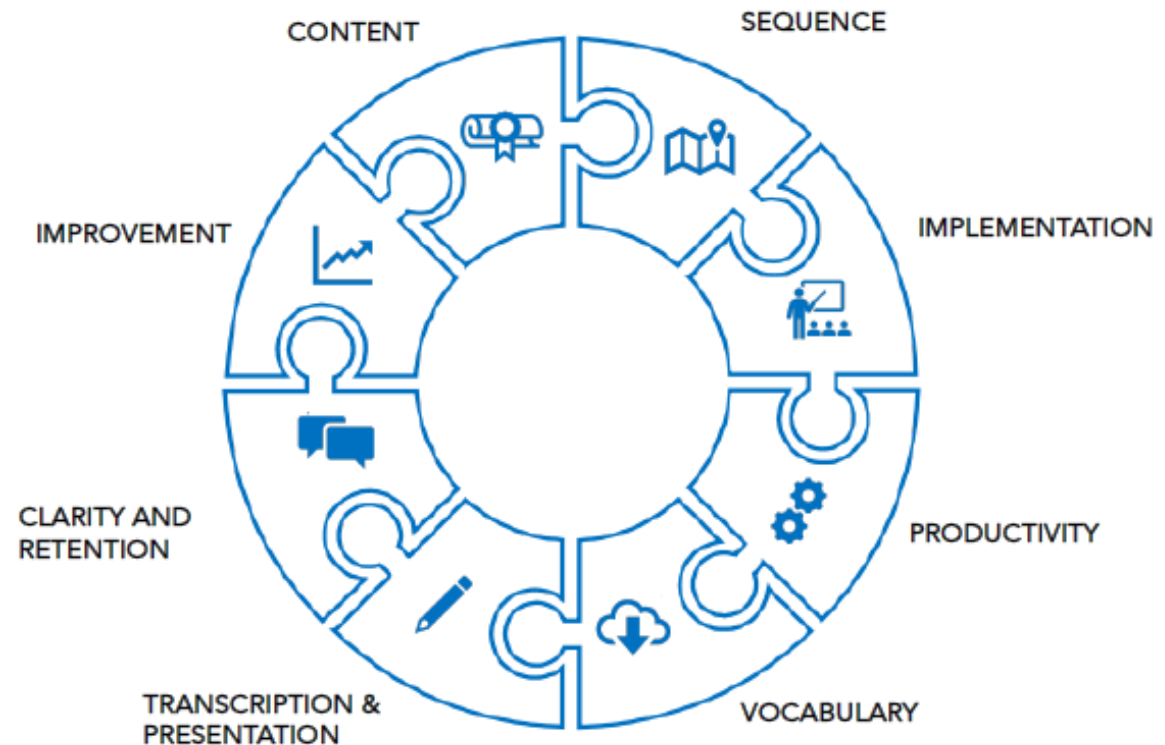
Beginning to develop an understanding of a jungle environment.

Geography

Pupil book study allow us to evaluate and improve teaching and learning using pupil dialogue and their books. It provides an opportunity for children to share their knowledge by talking through the journey of their learning. Also, it acts as a CPD tool allowing staff to see where good practice is.

IMPACT

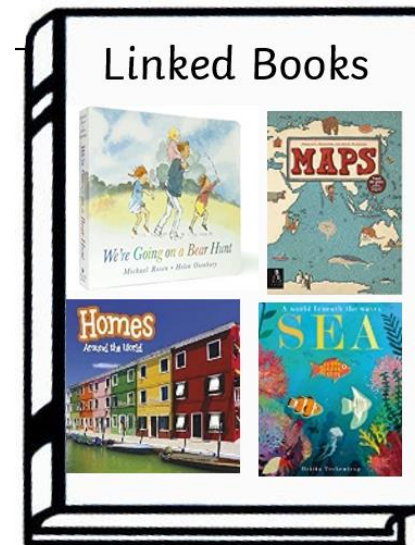
Different areas of teaching and learning are a focal point for each pupil book study. For example, in autumn term we would focus more on the implementation and productivity of lessons rather than the pupil's retention of knowledge.



Geography

EYFS

EYFS Geography Progression of Knowledge and Skills Overview	
Geographical Enquiry	<ul style="list-style-type: none"> Naming simple features e.g. trees, ground, wall, grass, road Using some descriptive vocabulary to describe features e.g. tall tree, long wall Begin to compare features of different environments e.g. park compared to house
Direction	<ul style="list-style-type: none"> Follow one step positional instructions e.g. stand up, sit down Follow positional instructions e.g. under the table, through the table, stand next to...
Maps – drawing, using, knowledge	<ul style="list-style-type: none"> Begins to make marks to represent home Begin to make marks to represent buildings, trees roads Begin to make marks to represent journeys Showing an interest in maps e.g. look at atlases, road maps, treasure maps I can explain the difference between land and sea on a map I begin to show an interest in google maps and look at features from a birds eye view
Place Knowledge	<ul style="list-style-type: none"> Make observations about their local environment e.g. park, school, home
Scale / distance	<ul style="list-style-type: none"> I can use words like big and small to describe things around me
Human and physical geography	<ul style="list-style-type: none"> I can use basic geographical vocabulary such as tree, sky, grass, sea, forest, river, beach I can use basic geographical vocabulary such as house, school, shop, car park, cinema, cafe, airport, train station



IMPACT

Children are learning about geography through a range of resources, including the use of their small worlds. Here children are being exposed to maps and are having the chance to develop their oracy through answering key geographical questions.

Geography

EYFS

Image



Observation Note

Polly was playing with the animals outside of the jungle area. EYP prompted Polly to go and look at the animals in the jungle area. Polly picked up the monkey and started placing it on the branch. EYP asked Polly 'do monkeys live in the trees?'. Polly nodded. EYP extended by asking 'where do the elephants live?'. Polly picked up an elephant and placed it in the water. Polly continued to play in the jungle area with all the animal, placing them in the places where they live.

Beginning to develop an understanding of a jungle environment.

Image



Observation Note

Amaya made her house with her peer she showed me where the door was to get in and said it had three windows pointing to each edge and counted, "1,2,3". "Who lives in your house?" EYP asked. "Mummy, Daddy, Amaya and my Hayden".

Statements

UTW > People,
Culture 5
Communities 37 - 42
months

Using vocabulary to describe features, making observations about her home.



Geography Year 1

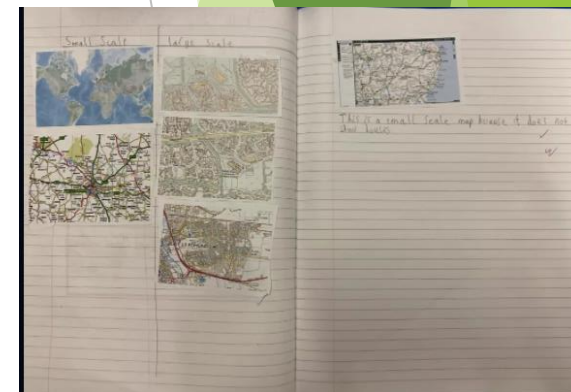
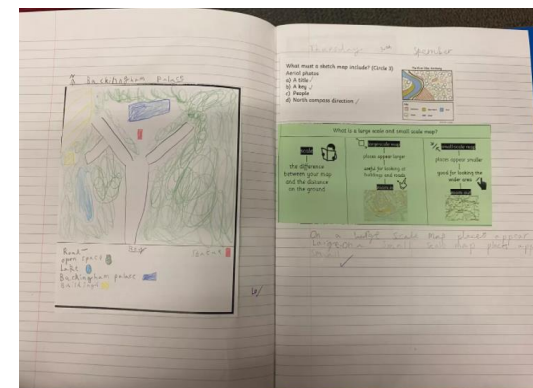
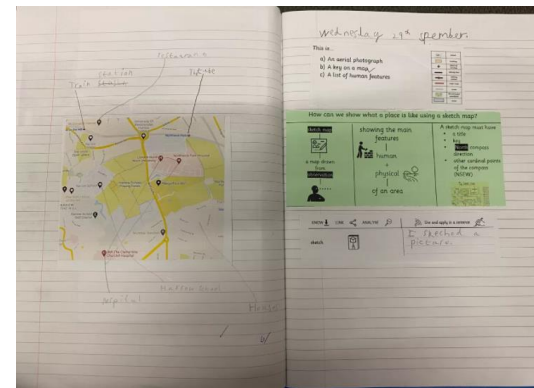
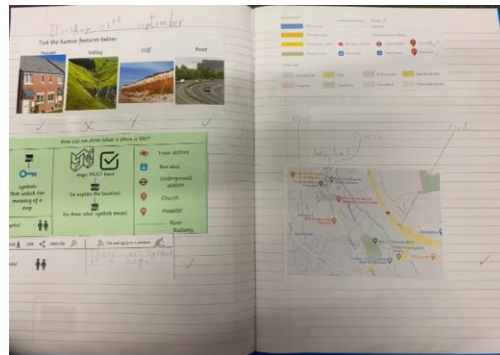
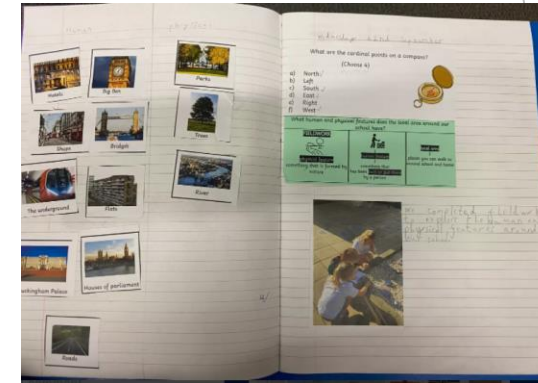
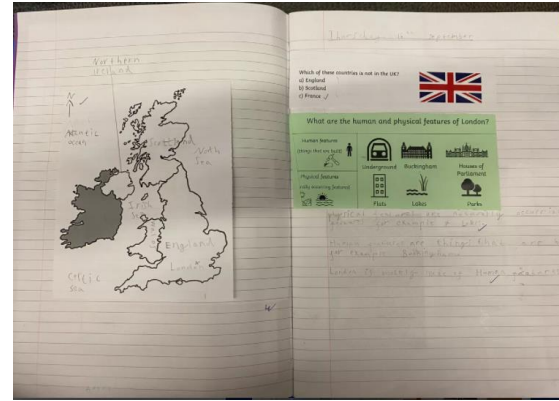
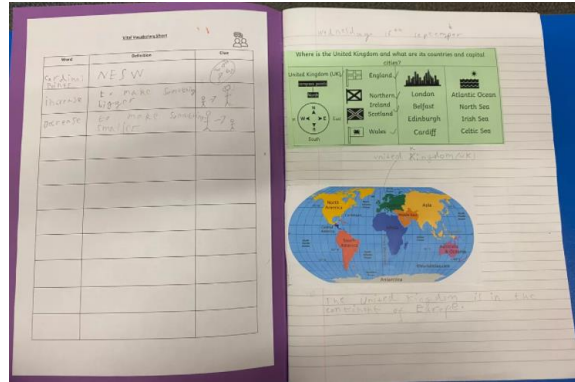
Year 1 took their learning outside and used natural resources to show the line and position of the equator.



Geography

Year 2

IMPACT



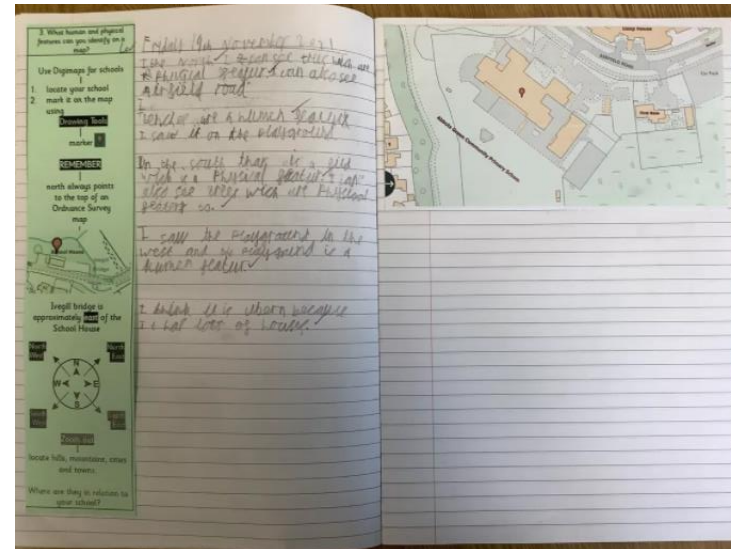
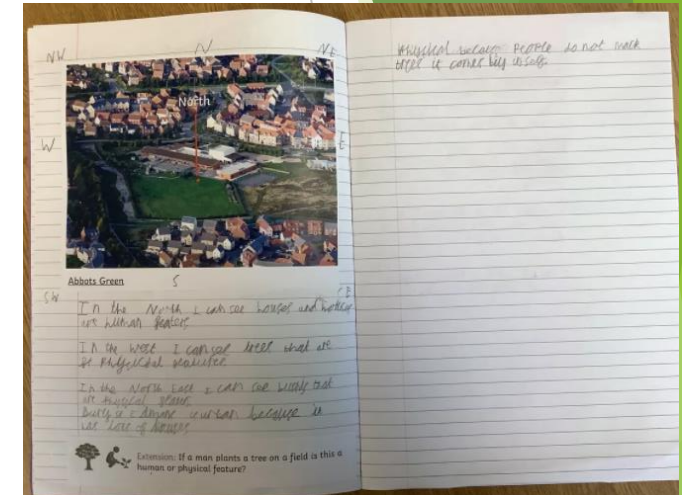
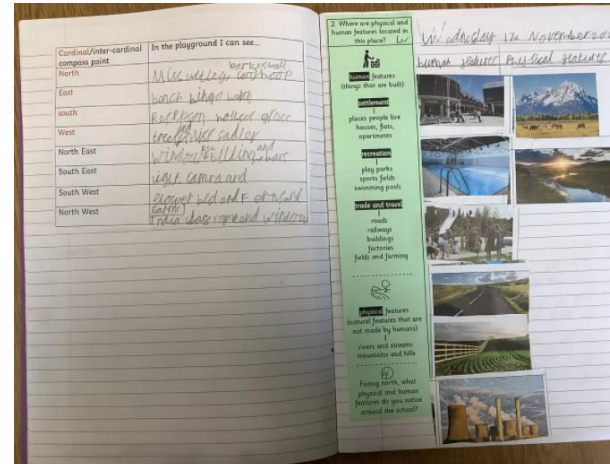
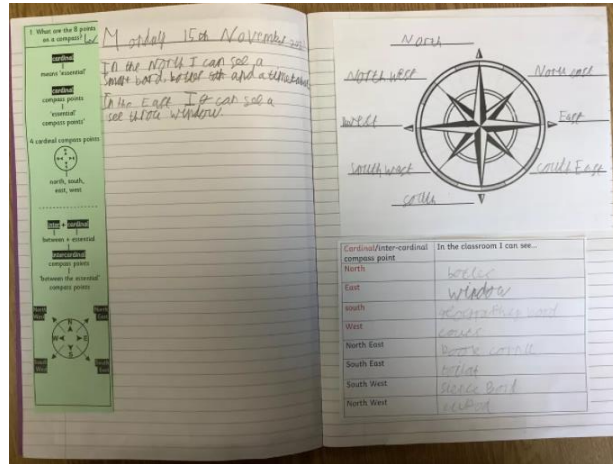
Year 2 fieldwork and map skills, including vital vocabulary, sketch maps, human and physical features, using a key and large and small scale maps

Geography

Year 3

Year 3 study into fieldwork and map skills focusing on intercardinal points and human and physical features.

IMPACT

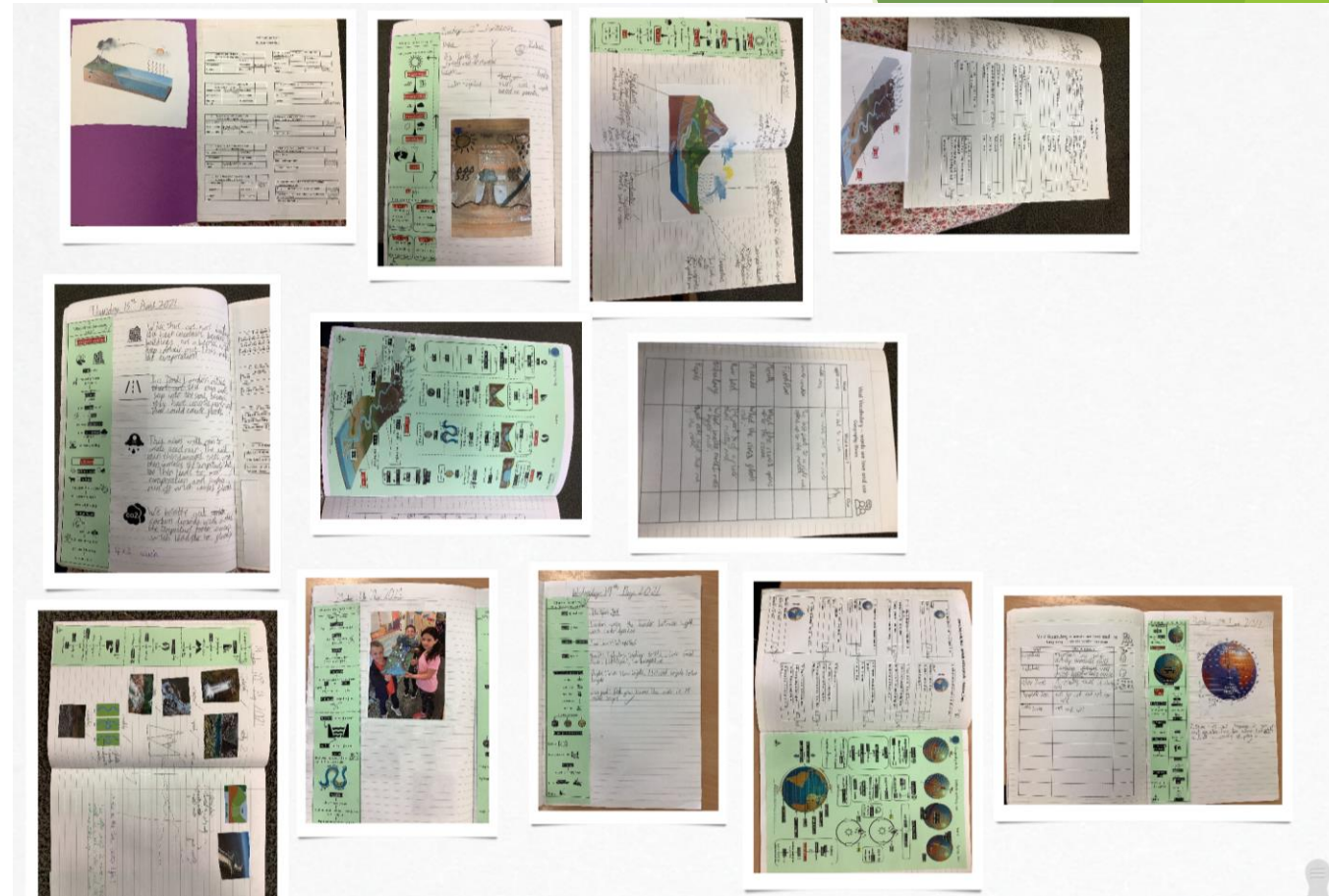
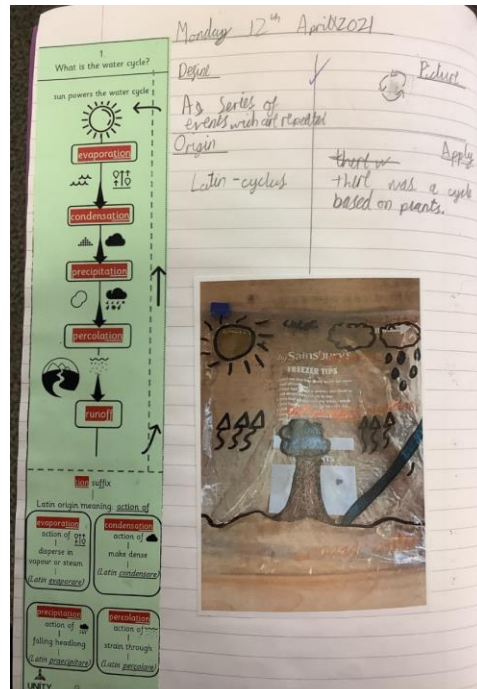


Geography

Year 4

Year 4 rivers study including the formation of rivers and the three different courses to a river. At the end of this module, they were able to apply their knowledge and understanding to create a 3D formation of a river landscape.

IMPACT

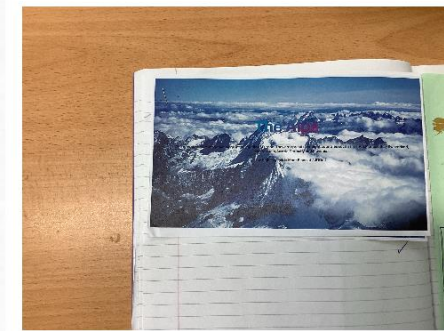
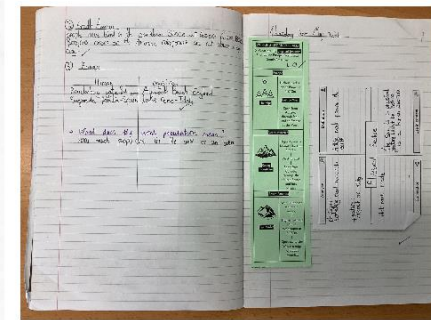
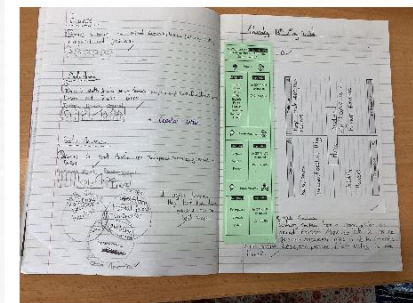
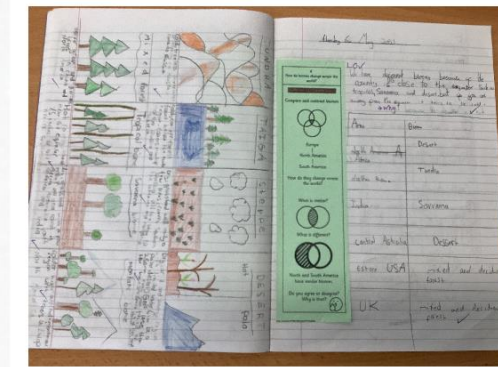
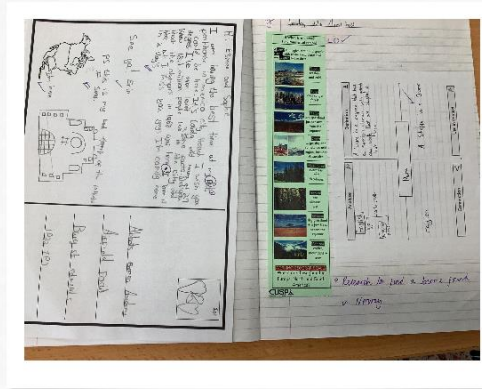


Year 4 used sandwich bags to demonstrate the process of the water cycle.

Geography

Year 5

IMPACT



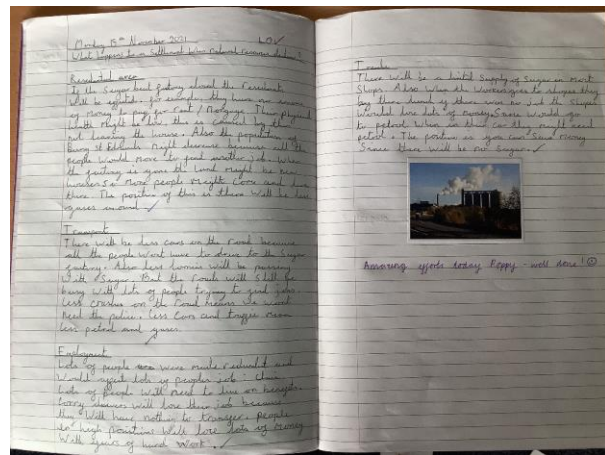
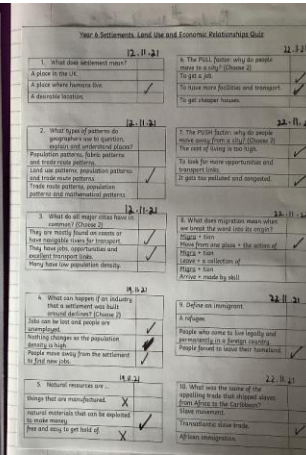
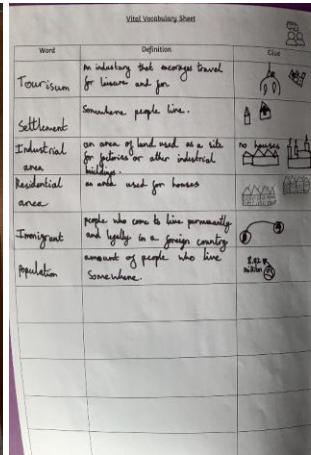
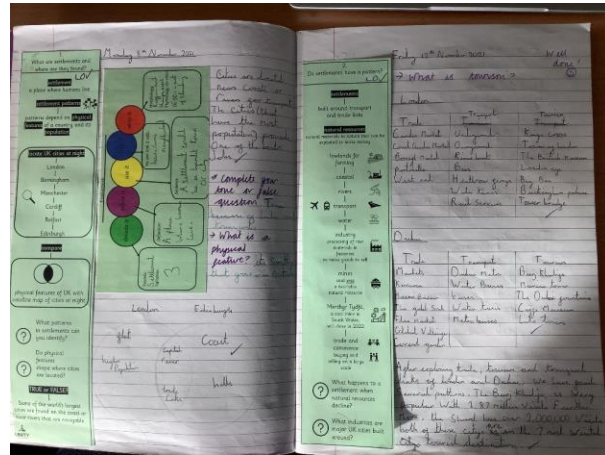
Year 5 locating of the countries of the world including what biomes are. The Children have been able to explore how biomes change across the world, looking closer at the physical and human features of different continents.

Geography

Year 6

Year 6 have been learning about settlements, their patterns and about migration.

IMPACT



Year 6 have been learning about natural disasters and enjoyed an active lesson whereby they recreated a volcano eruption at the end of their learning module.