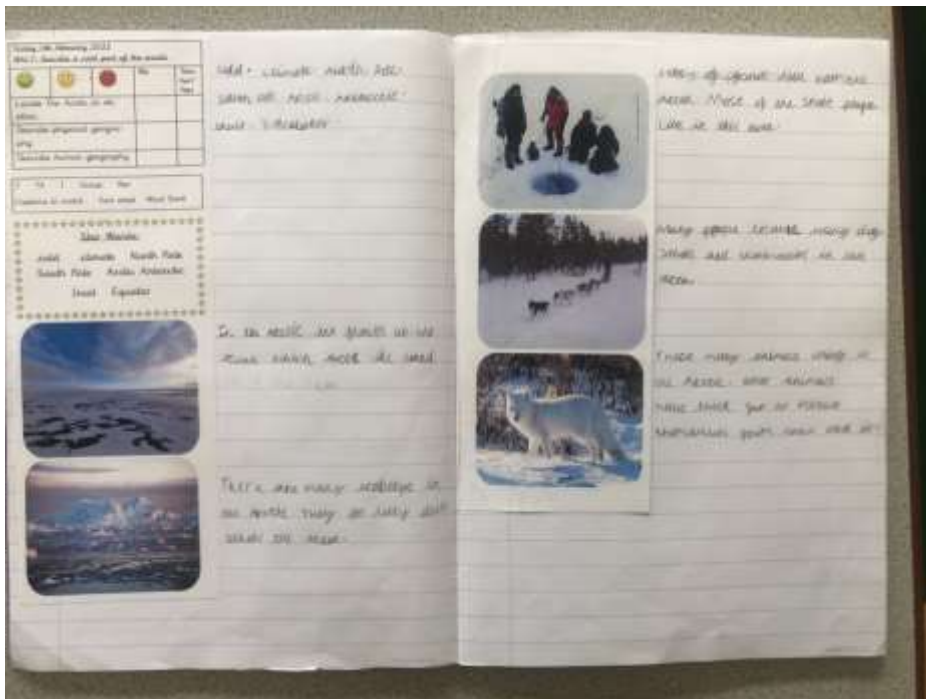


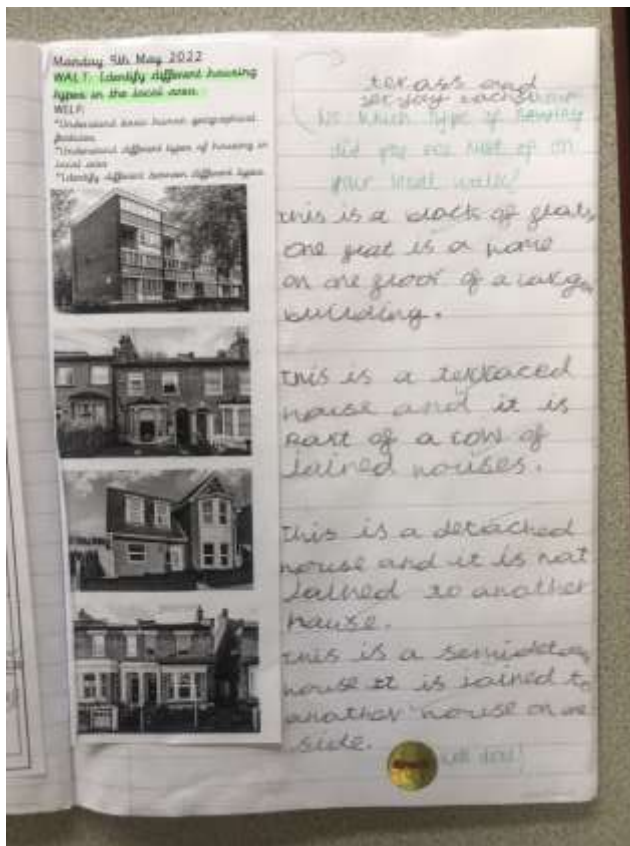
Geographical Skills and Fieldwork

Year 1

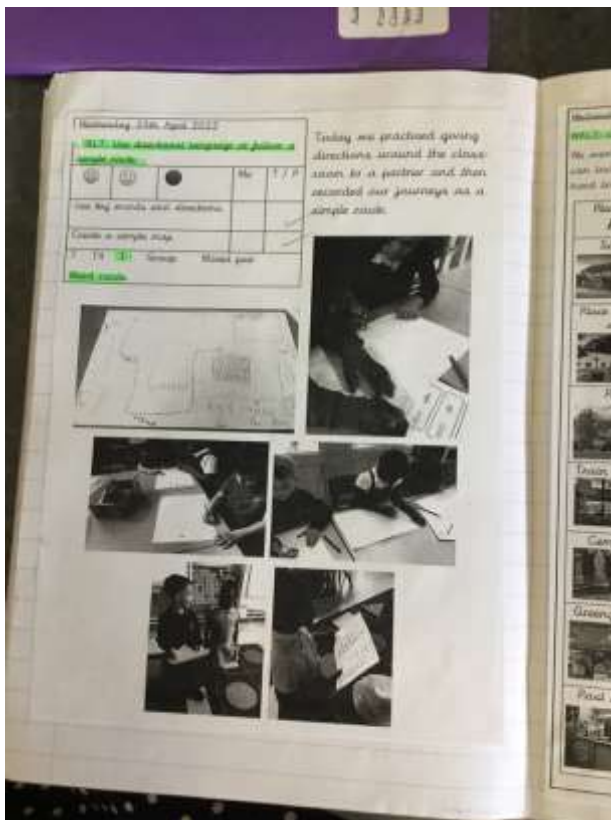
- Ask simple geographical questions, eg 'What is it like to live in this place?'
- Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a small area of a contrasting non-European country.
- Use simple observational skills to study the geography of the school and the local area.
- Use simple maps of the local area eg large scale, pictorial etc.
- Use locational and directional language (eg near and far; left and right) to describe the location of features and routes.
- Make simple maps and plans eg pictorial place in a story.



Studying the physical geography of the North and South poles



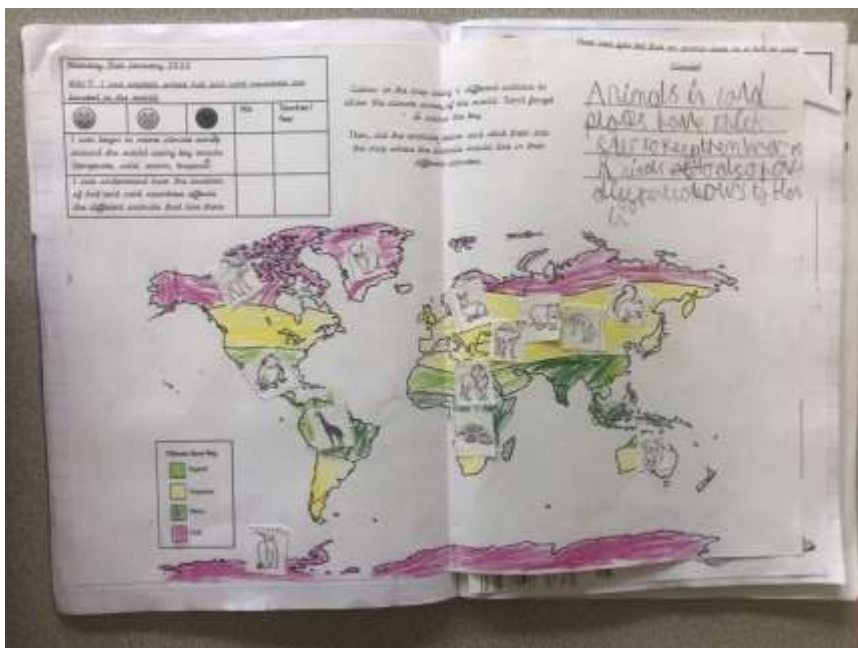
Studying the human Geography of the local area



Using directional language to follow a route on a hand-drawn map

Year 2

- 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.**
- 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.
- Use simple compass directions (North, South, East and West) and locational and directional language eg near and far; left and right, to describe the location of features and routes on a map.
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map using a key.



Labelled map with key showing different climates

30

Munday 13th June 2022

WALT: understand what an aerial view is.

Me Teacher/Peer

I can use my observation skills to find key features in aerial photographs.

I can compare an aerial view and a ground level view.

I can observe aerial photographs of the school and local area.

T TA I aerial map

What is an aerial view?
like a Bird flying in the sky looking at something

Look at the aerial photographs. Imagine you are in the photograph. What can you see, hear, smell and feel? Complete the table below.

Photograph	What can I see?	What can I hear?	What can I smell?	How does it make you feel?
The grand canyon	I can see some lovely mountains	the wind is blowing on me.	wind swirling in my nostrils	very happy and excited.
Thomas Rhyt	I can see a lot of boats.	I can hear boats swishing around	I can smell the dust from the walls	stress.
Portmeriton	a lot of trees	People working.	I can smell the sea.	it makes me 'king'
double Island point	The lovely ocean	The water is swishing	I can smell grass	it makes me feel excited.

Using an aerial view to identify key physical and human features

Munday 20th June 2022

L & G WALT: name and locate the world's sea-
an continents and five oceans

Me Teacher/Peer

I can name and locate the world's five main oceans.

I can use key words to explain features and physical features.

I can show geographical knowledge in the 4th, 5th, and 6th photos.

T TA I aerial map

What might seas and oceans in different parts of the world be like?
Some are cold some are hot and some are tropical some are have different animals.

Choose the ocean names and stick them in the correct places on the map.

Atlantic Ocean, Pacific Ocean, Indian Ocean, Arctic Ocean, Antarctic Ocean

Can you write the names of the continents in the correct places?

North America, South America, Africa, Australia, Europe, Asia, Antarctica

Labelled map of the oceans

Friday 17th May 2022

WALT: I can use compass directions to move around a map.

			Me	Teacher/Peer
I can plan a route on the local area.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
I can plan a simple route on a map of the local area using road names and a key.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
I can describe my route in a picture using compass directions.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

TA aerial map

Group

How long do you think it would take to travel from school to Telegraph Hill? Is there a quicker route do you think? What direction is Telegraph Hill from school?

1.10 min 2. No 3: East

1. Use the map below to plan a route around your local area. Start at your school. Choose a finishing point. Draw your route on the map between the two places and record it in your log.

2. Label the points on the compass.

3. Use the compass points to describe a route in

Telegraph Hill

First. Exit hollydale primary school and head down hollydale road head east and to Killoe road to Telegraph Hill.

Nell

Using compass directions to move around a map

Thursday 16th May 2022

WALT: I can sketch a simple sketch map.

			Me	Teacher/Peer
I can sketch a simple sketch map.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
I can sketch a simple sketch map of the school area.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
I can sketch a simple sketch map of the school area using different types of lines and colours to show different areas.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

TA sketch map

Lesson 8: Sketch Map

What might we use a map for?

to get the way

My School - Sketch Map

Draw a sketch map of your school and the local area surrounding your school. Remember a sketch map is a rough drawing of the area from above with simple lines.

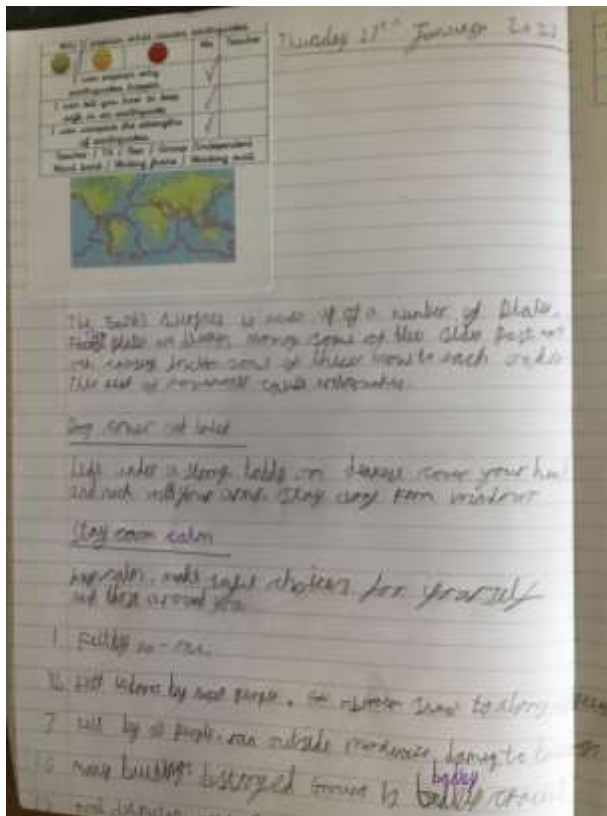
Sketching: Can you draw a route that you take from school to another school?

Sketch map of the school and its grounds

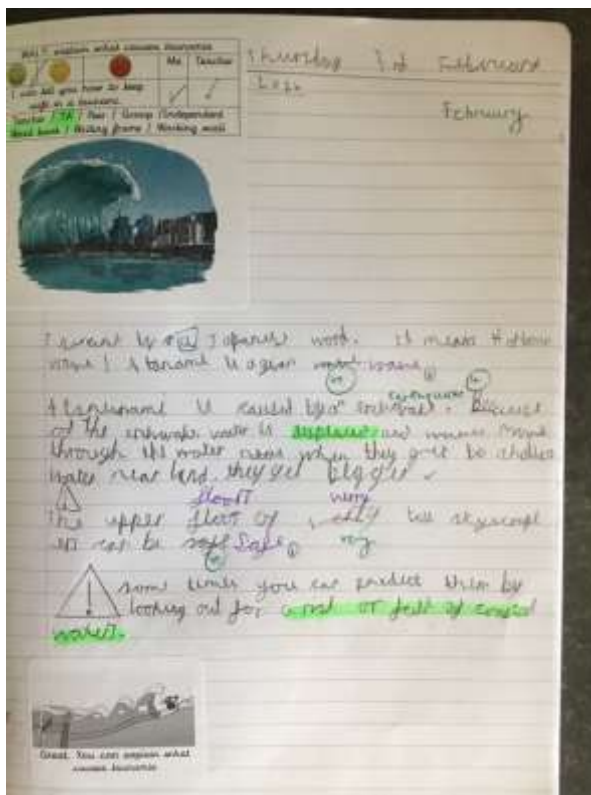
Year 3

- Analyse evidence and draw conclusions eg make comparisons between locations using aerial photos/pictures, eg pollution, temperatures etc.
- Understand and use a widening range of topic specific vocabulary eg contour, height, valley, erosion, deposition, transportation, headland, volcanoes, earthquakes etc.
- Ask and respond to geographical questions eg 'Can you describe the landscape?' 'Why is it like this?' 'How is it changing?' 'What do you think will happen if _____ continues?'

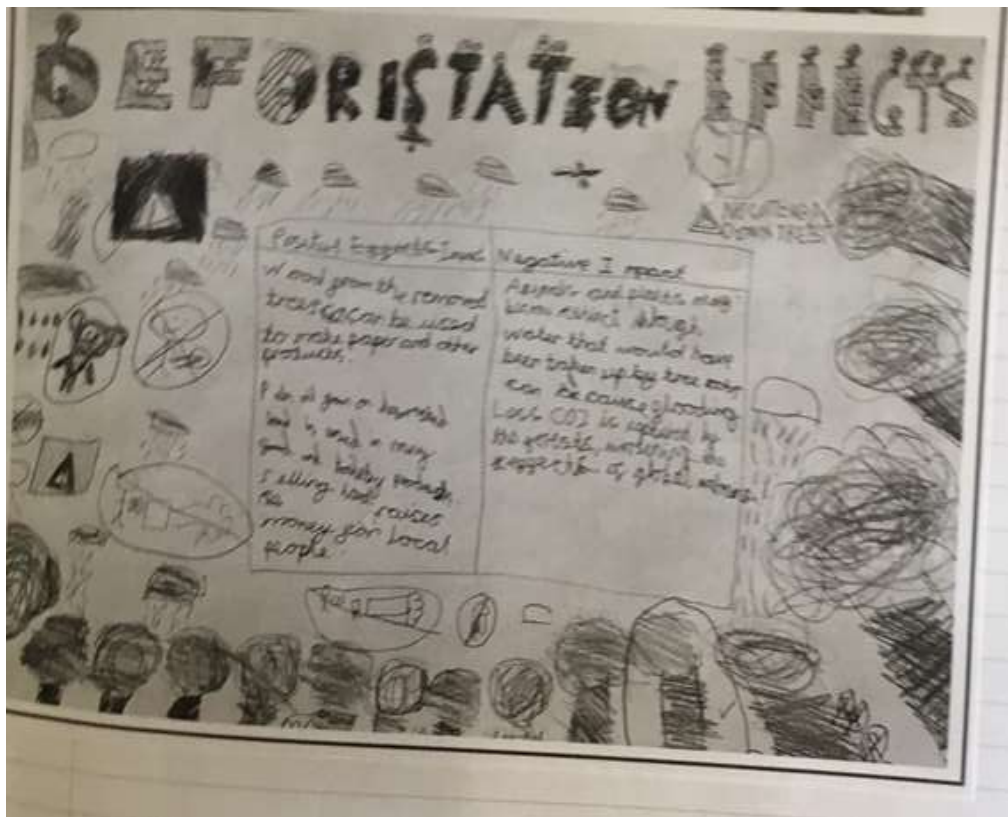
- Recognise that different people hold different views about an issue and begin to understand some of the reasons why.



Using a diagram to write about tectonic plates



Writing about tsunamis using topic-specific vocabulary




Poster showing why deforestation happens and the different views people might have about it.

WALT: explain how volcanoes affect people's lives

☹️	☹️	☹️	Me	Teacher
I can use extinct, dormant and active when describing volcanoes.				
I can list the risks and benefits of living near to a volcano.				
Teacher / TA / Pair / Group / Independent				
Word bank / Writing frame / Working wall				

Today we thought of reasons for and against living near volcanoes and then held a class debate.

NS: What does extinct, dormant and active mean?



For

- Farming near a volcano can be really good because the volcanic soil can produce very good crops.
- Volcanoes are tourist attractions bringing money and jobs to the area.
- Scientists can predict when a volcano will erupt.
- Dormant volcanoes may not erupt for hundreds of years.

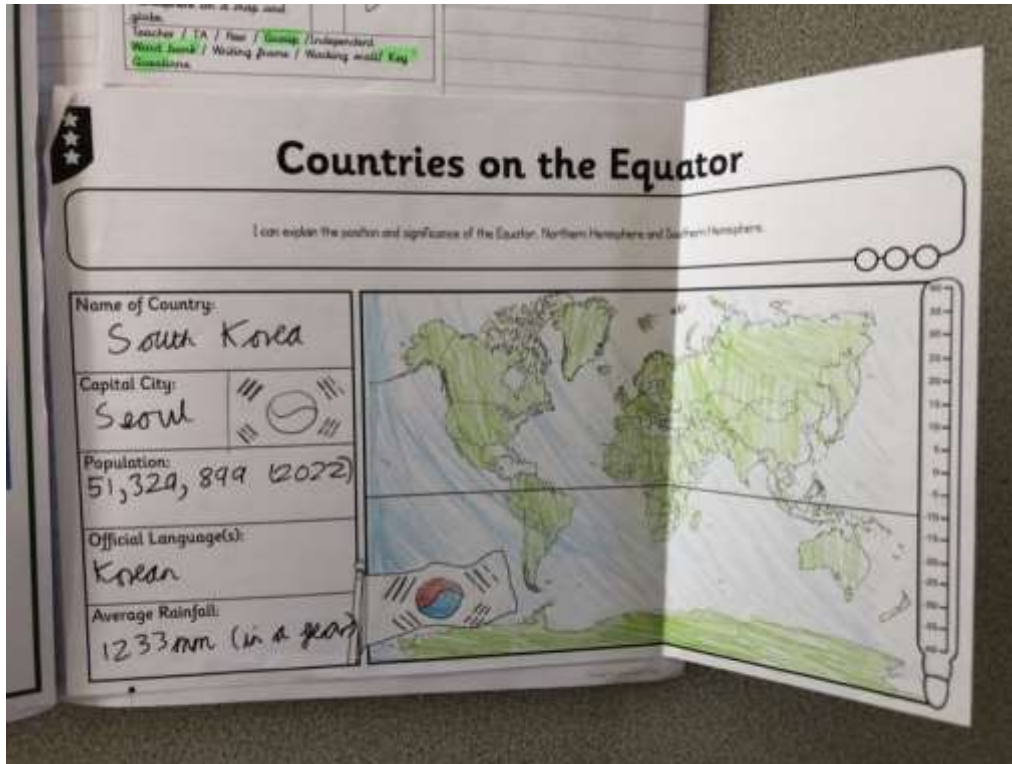
Against

- Ash can destroy farm crops.
- Buildings can be destroyed by lava flow.
- People can be swept away by mudflows.
- Ash can cause health problems for people and animals.
- Frequent earthquakes can damage property.

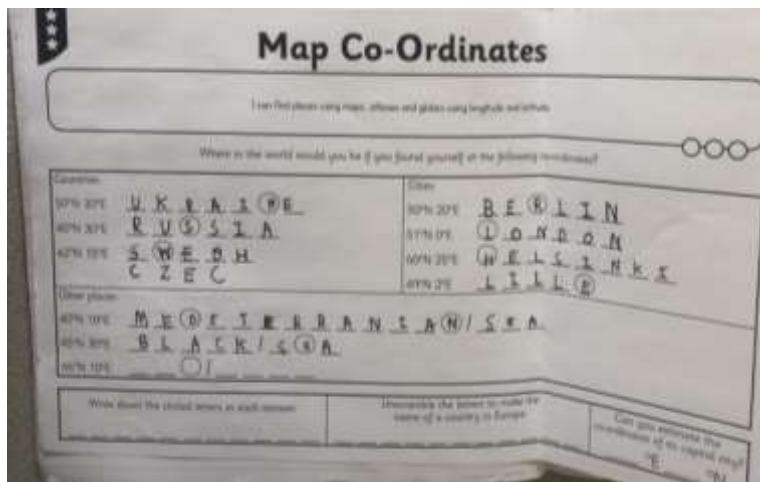
Arguments for and against living near a volcano

Year 4

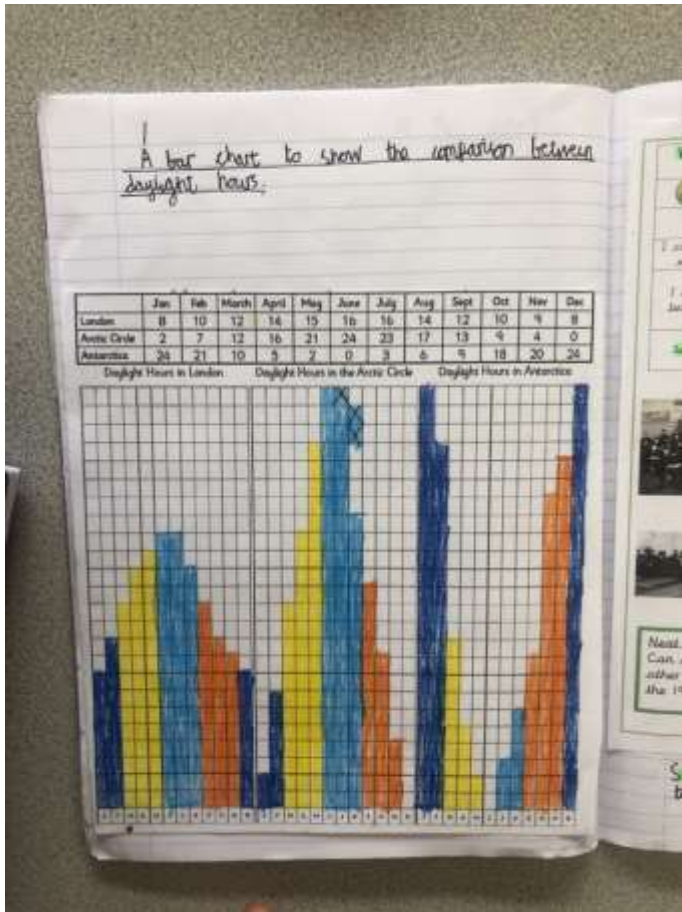
- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic Circle, the Prime Meridian and time zones.
- Locate the world's countries, using maps to focus on different continents, concentrating on their environmental regions, key physical and human characteristics and major cities.
- Use the 8 points on a compass.



Using a map to identify countries on the equator



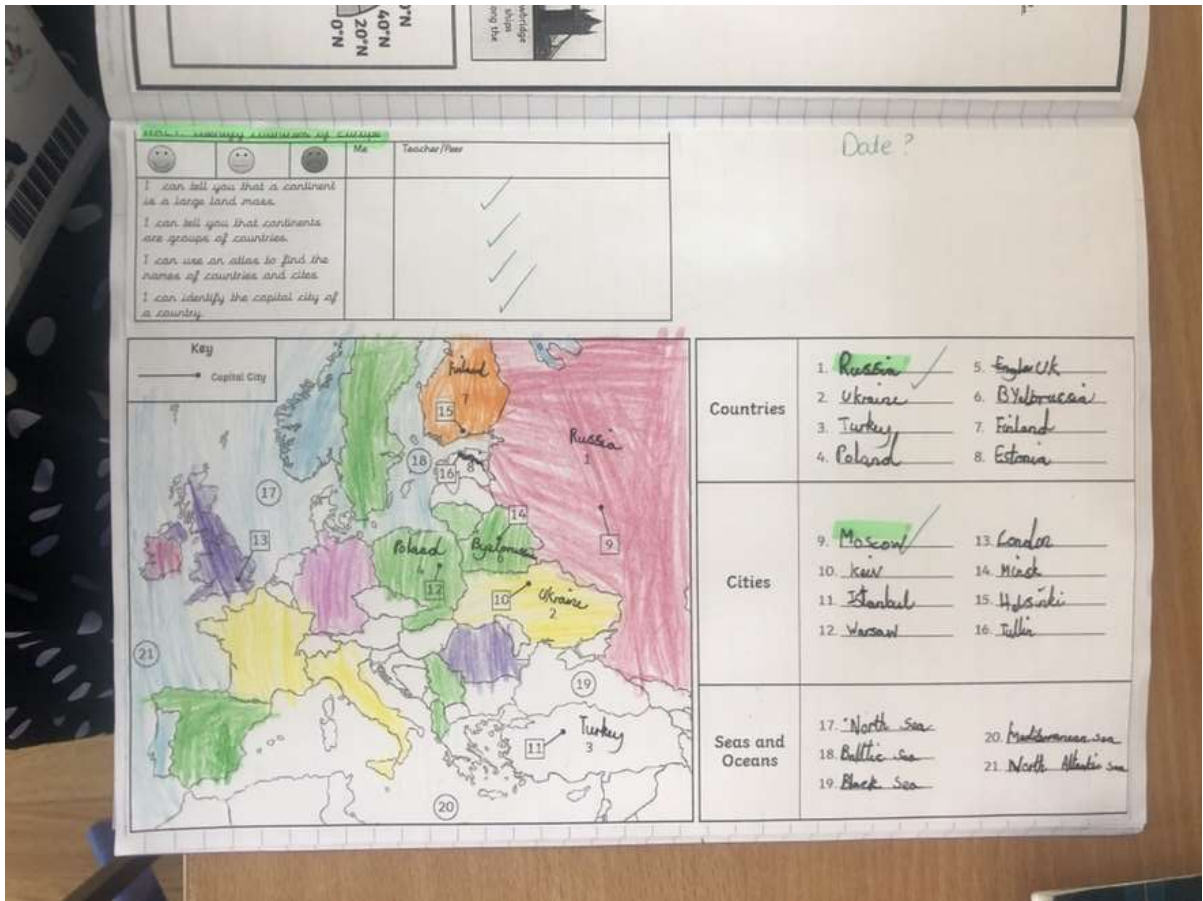
Map co-ordinates using points of a compass to locate places. (Need to use the 8 points on a compass across KS2 a lot more.)



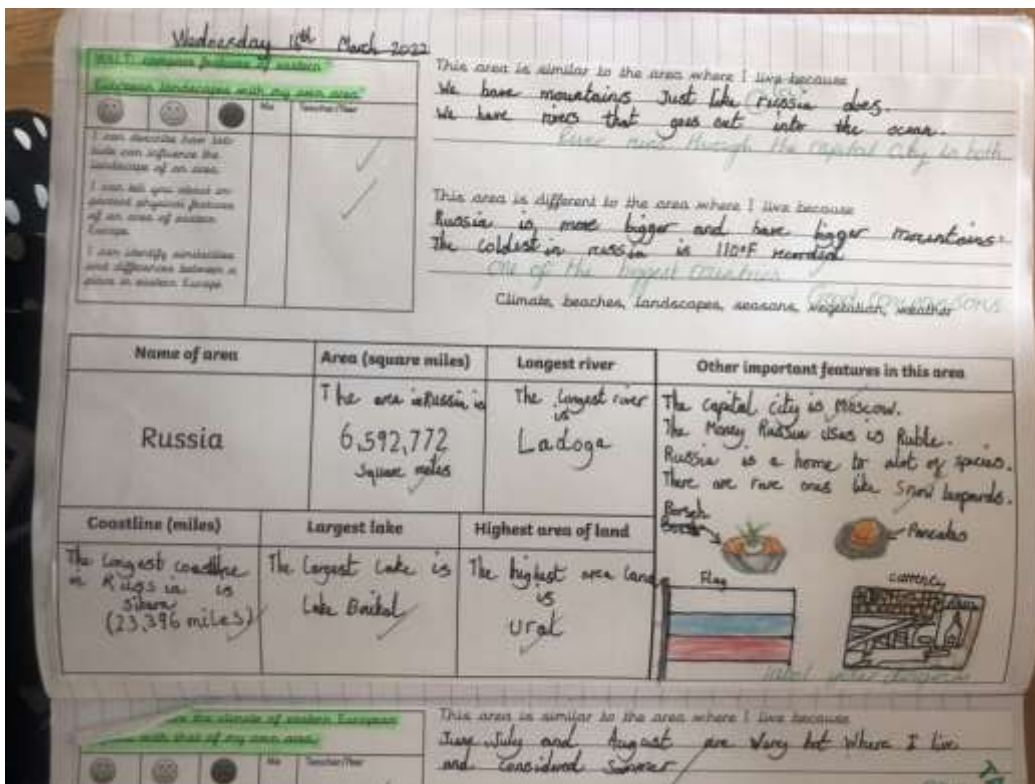
Comparison between daylight hours here, in the Arctic Circle and in Antarctica

Year 5

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



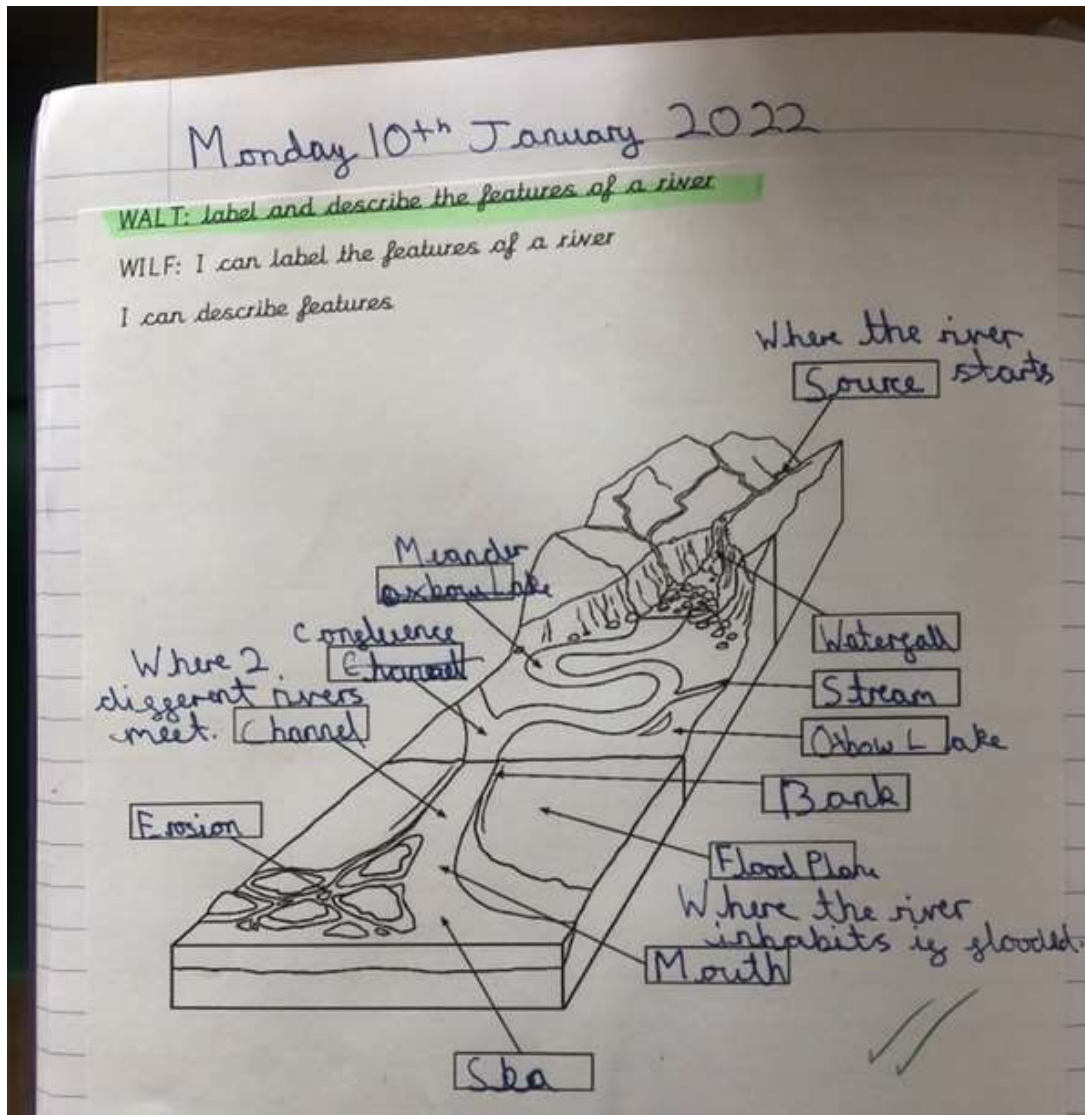
Labelled map of Europe- atlas used to support



Description of features of countries in Eastern Europe

Year 6

- Use maps, atlases, globes and digital mapping to locate countries and describe features studied.
- Understand and use a widening range of topic specific vocabulary eg urban, rural, land use, sustainability, tributary, trade links etc.



Labelled diagram showing topic-specific vocabulary

(Chn located countries during WW2 topic also but don't have a picture of it as it came out blurry and now books have been sent home)