

# Enjoy Believe Achieve

## Geography Education

The aim of geography at Normanby Primary School is to inspire in pupils a curiosity and fascination about the world, their local area and its people, that will remain with them for the rest of their lives. Lessons are planned to engage children, promote enjoyment and enthusiasm for learning and give children the opportunity to develop a resilience to challenge through a high quality curriculum that includes practical activity, exploration and discussion which develops independent learners, with inquisitive minds, who have secure foundations for future learning.


	Foundation Stage	
	FS1	FS2
<b>People, Cultures and Communities</b>	<p><b>Show interest in different occupations.</b>            What is an occupation? Talk about different types of occupations.            Look at the occupations of people who help us. (doctor, nurse, vet, fire person, ambulance person)            Arrange emergency service vehicles to visit Nursery.            Use new vocabulary in their speech and play.            Enjoy a range of stories about these occupations.            Role play opportunities to explore these occupations.  <b>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</b>            Share experiences of holidays.            Enjoy role play activities linked to countries around the world.            Talk about family members in other countries.            Use a diverse range of props, puppets, dolls and books to notice and talk about similarities and differences.</p>	<p><b>Name and describe people who are familiar to them.</b>            Talk about people within the community, e.g, delivery and shop staff, hairdressers, the police, the fire service, nurses, doctors and teachers.            Talk about own experiences with people who are familiar to them  <b>Draw information from a simple map.</b>            Visit Normanby, introducing and modelling new vocabulary where appropriate.            Visit children's houses – child directs everyone to get there.            Draw simple maps from imaginary story settings they are familiar with.            Draw a map of the route to school and around the school indoor/outdoor environment.            Know the name of the road and town that our school is located in.            Look at aerial views of the school setting, talking about what they notice, recognising buildings, open space, roads and other simple features.</p>

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		<p><b>Recognise some similarities and differences between life in this country and life in other countries.</b></p> <p>Places in the world that contrast with locations we know well.</p> <p>Use vocabulary to describe contrasting locations.</p> <p>Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Talk about what you see.</p> <p>Discuss how children's lives in other countries may be similar or different in terms of how they travel to school, what they eat, where they live etc.</p> <p>Develop links with any family members/friends who live in different countries – e.g, Australia, Spain</p>
<b>The Natural World</b>	<p><b>Use all their senses in hands-on exploration of natural materials.</b></p> <p>Explore our natural environment outdoors.</p> <p>Use our outdoor area as a learning tool.</p> <p>Make outdoor play spaces using the natural environment.</p> <p><b>Talk about what they see, using a wide vocabulary.</b></p> <p>Use the environment to help us learn (listening walks, shape hunts, den building, outdoor exploration)</p>	<p><b>Explore the natural world around them.</b></p> <p>Explore natural environments outdoors – within our school grounds and the woodland centre.</p> <p>Touch, smell and hear the natural world around them.</p> <p><b>Describe what they see, hear and feel whilst outside.</b></p> <p>Observe the natural world. Visit the woodland centre and Normanby high street – compare the difference in relation to the natural world.</p> <p>Observe industry, Eston hills, allotments and the high street.</p> <p><b>Recognise some environments that are different from the one in which they live.</b></p> <p>Name features of contrasting environments within local and national region.</p> <p>Use vocabulary to name specific features of the world, both natural and made by people.</p> <p>Share non-fiction about contrasting environments.</p> <p>Focus on different animals – pets, wild animals, jungle, sea animals etc.</p> <p>Where do animals live? What animals live in our country and other countries?</p>
<b>Early Learning Goals:</b>	<ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>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.</li> </ul>	

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People, Cultures and Communities	
The Natural World	<ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>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.</li> <li>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>

	KS1		KS2			
Our Learning Journey	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Location Knowledge</b>	Introduce name, and locate on a world map the 4 countries and capital cities of the United Kingdom and	Name and locate the world's 7 continents and 5 oceans. Locate the 7 continents and world's oceans on a world map.	Locate the world's countries, using maps. Locating countries with a focus on Australia and Italy using globes, atlases and Google maps.	Name and locate counties in the UK, with a focus on counties and cities in/around Yorkshire/Cleveland/Durham. Focusing on the local area of Middlesbrough and linking to River Tees visit children locate counties on a regional map.	Locate the main countries of Europe with a focus on Greece and surrounding areas. Using a blank world map children locate countries in Europe surrounding Greece.	On a world map, locate countries with areas of similar environmental regions, either desert, rainforest or temperate regions. Research of a continent/country to

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	<b>its surrounding seas.</b> Paddington Bear topic. To find England, Scotland, Wales and Ireland on a large map of the UK. To identify capital cities including London on a map of the UK.				<b>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).</b> Using Google maps. Time zones studied using Clock feature on the iPad and transferred to a world map.	contrast environmental regions.  <b>Locate the world's countries, focus on North and South America and Europe.</b> Locating and labelling of continents and key countries on a world map.
<b>Place Knowledge</b>	<b>Identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas.</b>	<b>Name the 4 countries and capital cities of the United Kingdom and its surrounding seas.</b> Children complete a map of the UK and identify capital cities.	<b>Understand geographical regions and their human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers)</b>	<b>Understand geographical similarities and differences through study of human and physical geography of a region of the United Kingdom or European country.</b> Children locate countries and capital cities in Europe.	<b>Identify key environmental regions, key physical and human characteristics, countries and capital cities.</b> Through studying Ancient Greece (link to DT) compare and	

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	<p>Paddington Bear travels from London to Peru. Compare and contrast characteristics of the two countries.</p>	<p><b>Identify environmental regions, physical and human characteristics and cities of the world's countries.</b> Compare the similarities and differences between UK and Hawaii. Compare London and Normanby.</p>	<p>Compare and contrast Australia and the UK.</p>		<p>contrast food with the UK. (Greek restaurant)</p>	
<p><b>Human and Physical Geography</b></p>	<p><b>Identify seasonal and daily weather patterns in the United Kingdom.</b> Explore Paddington Bear's clothing through science. Look at seasonal changes in the UK and compare hot/cold – UK/Peru.</p>	<p><b>Location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</b> Compare the climate in UK with Hawaii and Antarctica (explorer topic)</p>	<p><b>Understand geographical similarities and differences through study of human and physical geography of regions within Australia.</b> <b>Human geography including types of settlement and land use, economic activity including trade links.</b> Through studying the explorer Captain</p>	<p><b>Identify land-use patterns; and understand how some of these aspects have changed over time.</b> 'Along the Tees' Rivers topic field work with a focus on landmarks along the river.</p> <p><b>Describe and understand key aspects of: physical geography, including vegetation belts, rivers and the water cycle. Describe and understand key aspects of physical geography including rivers and the water cycle</b></p>	<p><b>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.</b> Distribution of natural resources focusing on energy – mining. Human geography including trade between UK and Europe.</p>	<p><b>Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, mountains, volcanoes and earthquakes.</b> Study of earthquakes and volcanoes.</p>

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			<p>Cook's journeys across the world</p> <p><b>Types of settlements in modern Britain: villages, towns, cities</b></p> <p>Ancient Roman topic and invasion of UK.</p> <p>Land use linked to Stone Age topic.</p>	<p><b>including transpiration vegetation belts.</b></p> <p>Study of the water cycle through creating their own water cycles for the classroom. Vegetation and rivers studied through 'Along the Tees' visit.</p>	<p>Trade links studied – focusing on Europe to UK linking to Greece topic. (DT link food)</p> <p>Ironstone Mining topic explores exporting iron ore and steel production and the growth of Middlesbrough from farmland to an area of industry.</p>	
<b>Geographical skills and fieldwork</b>	<p><b>Skills - Use simple compass directions (north, south, east and west) and locational and directional language to describe the location of features on a map.</b></p> <p>Compass directions and directional words taught</p>	<p><b>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.</b></p> <p>Directional language used for map work and in maths.</p> <p><b>Use aerial photographs to recognise landmarks and basic human and physical features; devise a</b></p>	<p><b>Use the eight points of a compass to build their knowledge of the United Kingdom and the wider world.</b></p> <p>Compass directions taught through maths and to understand the journey Captain Cook took.</p> <p><b>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including</b></p>	<p><b>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</b></p> <p><b>Use the eight points of a compass, introduce four figure grid references, symbols and key.</b></p> <p>Outdoor Education and orienteering focus:</p> <ul style="list-style-type: none"> <li>• Compass points</li> <li>• Grid references</li> <li>• Bearings and degrees</li> <li>• Orienteering a map</li> </ul> <p><b>Name and locate the key topographical features including coast, features of</b></p>	<p><b>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</b></p> <p><b>On a world map locate the main countries in Africa, Asia and Australasia/Oceania. Identify their main environmental regions, key physical and human characteristics and major cities.</b></p>	<p><b>Use four and move to six-figure grid references, symbols and key (including the use of Ordnance Survey Maps).</b></p> <p>Linking to Lake District residential application of 4 and 6 figure grid references.</p> <p><b>Describe and understand key aspects of: physical geography including looking at plate tectonics.</b></p> <p>Study of earthquakes and volcanoes.</p>

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	<p>through maths.</p> <p>Flatts Lane Woodlands Centre visit.</p>	<p><b>simple map; and use and construct basic symbols in a key 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.</b></p> <p>Identify London landmarks and compare with Normanby. Link to Great Fire of London.</p> <p>Study photographs of Hawaii and the UK to compare and contrast.</p>	<p><b>sketch maps, plans and graphs, and digital technologies.</b></p> <p>Captain Cook Museum visit and Boggle Hole field trip.</p>	<p><b>erosion, hills, mountains and rivers. Understand how these features have changed over time.</b></p> <p><b>Use fieldwork to observe, measure 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.</b></p> <p>‘Along the Tees’ rivers visit digital recordings and written notes from photographic evidence of landmarks and key parts of the river.</p>	<p>On a world map identify continents and oceans. Use of pre-assessment on a blank map.</p> <p><b>Linking with local History, map how land use has changed in local area over time.</b></p> <p>Local area study – Ironstone Mining mapping of changes to land use.</p> <p><b>Use fieldwork to observe, measure 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.</b></p> <p>Use of iPad to record photos and notes about key landmarks and land use during Eston Hills walk and guided tour with Craig Hornby and</p>	
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## Our Learning Journey: Geography

National Curriculum	<p><b>Key stage 1</b> Pupils should be taught to:</p> <p>Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</p> <p>Pupils should be taught to:</p> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>name and locate the world's seven continents and five oceans</li> <li>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>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</li> </ul>	<p><b>Key stage 2</b> Pupils should be taught to:</p> <p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p> <p>Pupils should be taught to:</p> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>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)</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>describe and understand key aspects of:</li> </ul>
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	<p>in a contrasting non-European country</p> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"><li>• 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</li><li>• use basic geographical vocabulary to refer to:</li><li>• key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li><li>• key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li></ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"><li>• use world maps, atlases and globes to identify the United</li></ul>	<ul style="list-style-type: none"><li>• physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li><li>• 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</li></ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"><li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li><li>• 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</li><li>• 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.</li></ul>
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## Our Learning Journey: Geography

Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage

- 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

### **Geography – key stages 1 and 2 3**

- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment