

Geography at Poppleton Ousebank

The Study of Place: Our Core Places - **Yorkshire**, **Brazil**, **Egypt**, **The Arctic Circle**, **Oceania**

Year Group	Autumn	Spring	Summer
Nursery	<p>Throughout the year, we talk through our calendar, talking about the season and the weather. As we go through the year we look at the changes in the seasons too and have a changing seasons display - our tree e.g. autumn leaves, spring flowers, bees in summer. For every seasonal change we go on observational walks so that we can talk about and draw what we see.</p> <p>We have provision areas for play and focus activities based on seasonal interests in different climates, countries and locations e.g. Arctic and Antarctic in winter, African jungle animals, Lunar New Year (China). These areas include small world toys, books and objects of interest. In Nursery we also have a 'Geography area' throughout the year with a globe, world map, books and changing resources depending on our current learning and interests.</p>		
	<p>Our main focus in the Autumn term is settling into our environment and learning about ourselves. The children will learn about their immediate environment, including their classroom, the school and the forest.</p> <p>We look at changes around our local environment by doing nature walks and drawing what we see.</p>	<p>In the Spring term we look at changes and have an interactive display about the Arctic and Antarctic. The children use books, images and interactive objects to explore the polar regions and the animals found there.</p> <p>We look at keeping warm in different climates.</p>	<p>In the Summer term when our theme is Place, we focus on geography by looking at animals and our environment. We look at the different environments animals can be found in, such as forests, under the sea and hot climates.</p> <p>We also learn how to describe a simple route and look at simple maps.</p>
Reception	<p>Over the course of the year, we build on the exploration of the seasons that begins in Nursery. The children identify the different seasons and observe the changes happening around them. Observational activities using our 5 senses and changes in the environment such as ice melting and growth in spring, are used alongside nature walks to give the children first hand experiences of climate, seasons and the natural world. Our forest school activities also support our understanding of the world around us.</p>		
	<p>In the Autumn term, the children begin by developing their sense of self and who they are. They explore their family, where they live and their place in the world. Through developing these concepts, the children are then able to begin comparing their environment to unfamiliar places. They will use observational and conversational skills to develop their ability to notice, compare and contrast.</p> <p>As the seasons begin to change, we will explore this</p>	<p>In the Spring term, we are introduced to the earth. We learn about the earth being a planet and what the blue and green means, using aerial photographs, maps and globes.</p> <p>Change remains a concept, looking at the growth of new life. We plant crops to observe changes through spring and discuss why we grow plants. The children observe the changes in animals and their habitats, and the concept of hibernation. This is done through discussion, and</p>	<p>In the Summer term we focus on 'Our World' and in learning about this we compare and contrast environments, follow and explore maps, photos and pictures, look at geographical features and landmarks and compare climates.</p> <p>Building on our Spring term concepts, we look at where we belong, exploring the features of our village and map out our routes to school. We compare Poppleton to cities before expanding this to look at how people</p>

	<p>concept, looking at the environment and using senses on nature walks.</p> <p>We look at the North and South poles, building on the exploration around the arctic and antarctic in nursery. We look at animals in more depth, before looking at the climate and environment. They compare the climate, look at the amount of sun and discuss why people don't live in Antarctica.</p>	<p>observations in forest school.</p> <p>We build on the children's sense of self and their environment by using google earth to look at our village. We then 'zoom out', looking at York, then England, then Europe and the world.</p>	<p>live in other countries.</p> <p>Through stories and pictures, we look at environments and houses in other countries, comparing them to our own. We compare climates and environmental features, looking at the differences between them and our country and discussing why they might be different. This is supported through the use of Handa's Surprise.</p>
Year 1	<p>Our Wonderful World</p> <p><i>What do we know about the geography of our local area?</i></p> <p>Areas of Geography: boundaries, cartography, physical geography, settlements</p> <p>Core Places: Yorkshire</p> <p><i>This project teaches children about physical and human features, maps, cardinal compass points, and positional and directional language. They are introduced to settlements of the United Kingdom. Children carry out simple fieldwork to find out about local physical and human features.</i></p> <p>National Curriculum Links (see below): NCc.2i, NCc.2ii, NCd.1, NCd.2, NCd.4</p>	<p>Life in the United Kingdom</p> <p><i>What is life like in the United Kingdom?</i></p> <p>Areas of Geography: boundaries, cartography, climate, resources, settlements</p> <p>Core Places: Yorkshire</p> <p><i>This project teaches children about the physical and human characteristics of the United Kingdom, looking closely at the definition of a city alongside developing their knowledge of human geography further. Children will also look at weather patterns in the United Kingdom.</i></p> <p>National Curriculum Links (see below): NCa.2, NCc.1, NCc.2i, NCc.2ii, Ncd.1, NCd.2</p>	<p>Let's Explore the World</p> <p><i>How does the UK compare with hot and cold places?</i></p> <p>Areas of Geography: boundaries, cartography, climate, settlements</p> <p>Core Places: Yorkshire, Egypt, The Arctic Circle</p> <p><i>This project teaches children about the continents of the world, learning to use atlases to explore these. They learn about the characteristics of the four countries of the United Kingdom and find out why there are hot, temperate and cold places around the world. They also compare England to Egypt and the Arctic.</i></p> <p>National Curriculum Links (see below): NCa.1, NCa.2, NCb.1, NCc.1, NCd.1</p>
Year 2	<p>London - Our Capital City*</p> <p><i>How does London compare to York?</i></p> <p>Areas of Geography: boundaries, cartography, movement, resources, settlements</p> <p>Core Places: Yorkshire</p> <p><i>This project teaches children about the physical and human characteristics of England's capital city - London. Children will identify its landmarks, using aerial photographs and consider how to give directions to develop their geographical skills. Children will compare London with the city of York.</i></p> <p>National Curriculum Links (see below): NCb.1, NCc.2ii, NCd.1, NCd.2, NCd.3</p>	<p>Coastline</p> <p><i>How is erosion affecting the Holderness coast?</i></p> <p>Areas of Geography: boundaries, cartography, physical geography</p> <p>Core Places: Yorkshire</p> <p><i>This project teaches children about the physical features of coastal regions across the United Kingdom, exploring these through the careful use of maps and keys. Children will conduct an in depth study on coastal erosion, focusing on the Holderness coast and the impact of erosion here.</i></p> <p>National Curriculum Links (see below): NCa.2, NCc.2ii, NCd.1, NCd.2, NCd.3</p>	<p>Coastal Towns</p> <p><i>What are the similarities and differences between Bridlington and Byron Bay?</i></p> <p>Areas of Geography: boundaries, cartography, interdependence, movement, physical geography, resources</p> <p>Core Places: Yorkshire, Oceania</p> <p><i>This project further develops children's knowledge of coastlines. They explore the human features of coastal areas, including how tourists are attracted to visiting the coast. They will carry out a detailed exploration of the coastal town of Bridlington and compare this to Byron Bay.</i></p> <p>National Curriculum Links (see below): NCa.1, NCa.2, NCb.1, NCc.2ii, NCd.1, NCd.3, NCd.4</p>

National Curriculum Objectives: KS1

a	Locational Knowledge	
	1	Name and locate the world's seven continents and five oceans.
	2	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
b	Place Knowledge	
	1	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.
c	Human and Physical Geography	
	1	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.
	2	Use basic geographical vocabulary to refer to:
	i.	key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.
	ii.	key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.
d	Geographical Skills and Fieldwork	
	1	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.
	2	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.
	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.
	4	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.

Geography at Poppleton - KS2

Year Group	Autumn	Spring	Summer
Year 3	<p style="text-align: center;">Tourism</p> <p style="text-align: center;"><i>Why do people visit other places and what impact does this have?</i></p> <p style="text-align: center;">Areas of Geography: boundaries, cartography, interdependence, resources, settlements</p> <p style="text-align: center;">Core Places: Yorkshire, The Arctic Circle</p> <p style="text-align: center;"><i>This project teaches children to locate countries and cities, and use grid references and the eight compass points within the context of tourism in the UK. Children use atlases to locate European countries and cities. They compare tourism in the UK and in the Arctic Circle, exploring the consequences of tourism.</i></p> <p style="text-align: center;">National Curriculum Links (see below): NCa.1, NCa.2, NCC.1ii, NCD.1, NCD.2, NCD.3</p>	<p style="text-align: center;">Volcanoes</p> <p style="text-align: center;"><i>How do plate tectonics affect the location of volcanoes?</i></p> <p style="text-align: center;">Areas of Geography: boundaries, cartography, physical geography</p> <p style="text-align: center;"><i>This project teaches children about the features and characteristics of Earth's layers and plate tectonics. They conduct a detailed study on volcanoes, looking at their features and locations, including the Ring of Fire. Children explore lines of latitude and longitude using atlases and world maps.</i></p> <p style="text-align: center;">National Curriculum Links (see below): NCa.1, NCa.3, NCC.1i, NCD.1</p>	<p style="text-align: center;">Earthquakes and Tsunamis</p> <p style="text-align: center;"><i>Are all earthquakes equally destructive?</i></p> <p style="text-align: center;">Areas of Geography: boundaries, cartography, physical geography, resources</p> <p style="text-align: center;">Core Places: Oceania</p> <p style="text-align: center;"><i>This project develops children's understanding of the features and characteristics of Earth's layers and plate tectonics. They conduct detailed studies on earthquakes and tsunamis. Children compare earthquakes in Haiti and New Zealand as well as look closely at the Indian Ocean earthquake and its impact.</i></p> <p style="text-align: center;">National Curriculum Links (see below): NCa.1, NCC.1i, NCC.1ii, NCD.1</p>
Year 4	<p style="text-align: center;">Renewable Energy</p> <p style="text-align: center;"><i>How does geography influence renewable energy?</i></p> <p style="text-align: center;">Areas of Geography: boundaries, cartography, change, climate, physical geography, resources</p> <p style="text-align: center;">Core Places: Yorkshire, Egypt, Brazil</p> <p style="text-align: center;"><i>This project develops children's knowledge of latitude and longitude, to include the tropics. Children explore different types of renewable energy, their advantages and disadvantages. They develop an understanding of the physical features of the UK, Egypt and the Brazilian rainforest and develop an understanding of how these influence renewable energy.</i></p> <p style="text-align: center;">National Curriculum Links (see below): NCa.1, NCa.2, NCB.1, NCC.1i, NCD.1, NCD.2</p>	<p style="text-align: center;">Mountains*</p> <p style="text-align: center;"><i>What are the characteristics of the Himalayan mountain range?</i></p> <p style="text-align: center;">Areas of Geography: boundaries, cartography, climate, physical geography</p> <p style="text-align: center;"><i>This project teaches children about the characteristics and features of mountains around the world, including a detailed exploration of the ecosystems and processes that shape them and the land around them. They will learn to read contour lines. Children conduct an in depth study into the Himalayan mountains.</i></p> <p style="text-align: center;">National Curriculum Links (see below): NCa.1, NCa.2, NCa.3, NCC.1i, NCD.1, NCD.2</p>	<p style="text-align: center;">Rivers*</p> <p style="text-align: center;"><i>How do people use rivers?</i></p> <p style="text-align: center;">Areas of Geography: boundaries, cartography, movement, physical geography, resources</p> <p style="text-align: center;">Core Places: Yorkshire, Egypt</p> <p style="text-align: center;"><i>This project teaches children about the characteristics and features of the water cycle and rivers, including a detailed exploration of the ecosystems and processes that shape them and the land around them. Children will take part in a fieldwork enquiry, exploring a local river and compare the use of rivers locally with the use of the River Nile in Egypt.</i></p> <p style="text-align: center;">National Curriculum Links (see below): NCa.2, NCC.1i, NCD.1, NCD.2, NCD.3</p>

Year Group	Autumn	Spring	Summer
Year 5	<p style="text-align: center;">Climate Across Our World</p> <p style="text-align: center;"><i>How does climate affect physical environments around the world?</i></p> <p style="text-align: center;">Areas of Geography: boundaries, cartography, climate, interdependence, physical geography</p> <p style="text-align: center;">Core Places: Yorkshire, The Arctic Circle, Brazil</p> <p style="text-align: center;"><i>This project teaches children about climate zones and their interconnection with vegetation belts and biomes found around the world. Children will study how climate affects the physical environments in Yorkshire, the Brazilian Rainforest and a region within the Arctic Circle.</i></p> <p style="text-align: center;">National Curriculum Links (see below): NCa.1, NCa.2, NCa.3, NCb.1, NCC.1ii, NCD.1</p>	<p style="text-align: center;">Sow, Grow and Farm</p> <p style="text-align: center;"><i>What affects farming around the world?</i></p> <p style="text-align: center;">Areas of Geography: boundaries, cartography, change, climate, interdependence, physical geography, resources</p> <p style="text-align: center;">Core Places: Brazil</p> <p style="text-align: center;"><i>This project teaches children about the features and characteristics of different types of agriculture in regions across the world. Children look in detail at regions of North and South America, comparing these to Jersey in the UK and exploring the sustainability of farming in different regions.</i></p> <p style="text-align: center;">National Curriculum Links (see below): NCa.1, NCa.2, NCa.3, NCb.1, NCC.1i, NCC.1ii, NCD.1</p>	<p style="text-align: center;">Investigating our Country</p> <p style="text-align: center;"><i>What different types of settlements are found in our local area?</i></p> <p style="text-align: center;">Areas of Geography: boundaries, cartography, change, interdependence, resources, settlements</p> <p style="text-align: center;">Core Places: Yorkshire</p> <p style="text-align: center;"><i>This project teaches children to use a range of geographical skills, including map symbols, six-figure grid references and relative locations and distances using scales. Children develop an understanding of land use and settlement patterns, using this when carrying out a local fieldwork enquiry.</i></p> <p style="text-align: center;">National Curriculum Links (see below): NCa.2, NCC.1i, NCC.1ii, NCD.1, NCD.2, NCD.3</p>
Year 6	<p style="text-align: center;">Migration*</p> <p style="text-align: center;"><i>Why do people migrate?</i></p> <p style="text-align: center;">Areas of Geography: boundaries, cartography, interdependence, movement, resources, settlements</p> <p style="text-align: center;">Core Places: Brazil</p> <p style="text-align: center;"><i>This project teaches children about what migration is and the reasons behind it. They will explore different types of migration, focusing on urbanisation. Children will use Brazil as a case study to explore how people's lives compare in different types of settlements.</i></p> <p style="text-align: center;">National Curriculum Links (see below): NCa.1, NCa.2, NCb.1, NCC.1ii, NCD.1</p>	<p style="text-align: center;">Frozen Kingdoms*</p> <p style="text-align: center;"><i>What is life like in the polar regions?</i></p> <p style="text-align: center;">Areas of Geography: boundaries, cartography, change, climate, physical geography, resources</p> <p style="text-align: center;">Core Places: The Arctic Circle</p> <p style="text-align: center;"><i>This project teaches children about the characteristics and features of polar regions, including the North and South Poles. Children use their knowledge of features of the Earth and lines of latitude and longitude to support their study into polar climate, oceans and landscapes.</i></p> <p style="text-align: center;">National Curriculum Links (see below): NCa.1, NCa.3, NCC.1i, NCD.1</p>	<p style="text-align: center;">Human Impact*</p> <p style="text-align: center;"><i>How are humans impacting our rainforest regions?</i></p> <p style="text-align: center;">Areas of Geography: boundaries, cartography, change, climate, interdependence, physical geography, resources</p> <p style="text-align: center;">Core Places: Brazil</p> <p style="text-align: center;"><i>This project develops children's understanding of the tropical regions, focusing this term on the Amazon rainforest. Children study climate change and its impact before looking at how indigenous people and wildlife are affected by the changing climate and land use in the rainforests.</i></p> <p style="text-align: center;">National Curriculum Links (see below): NCa.1, NCa.3, NCC.1i, NCC.1ii, NCD.1</p>

National Curriculum Objectives: KS2

a	Locational Knowledge	
	1	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.
	2	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.
	3	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	Place Knowledge	
	1	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.
c	Human and Physical Geography	
	1	Describe and understand key aspects of:
	i.	physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
	ii.	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
d	Geographical Skills and Fieldwork	
	1	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
	2	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.
	3	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.