

## Developing an approach to teaching and learning in Geography

*A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time. NC 2014*

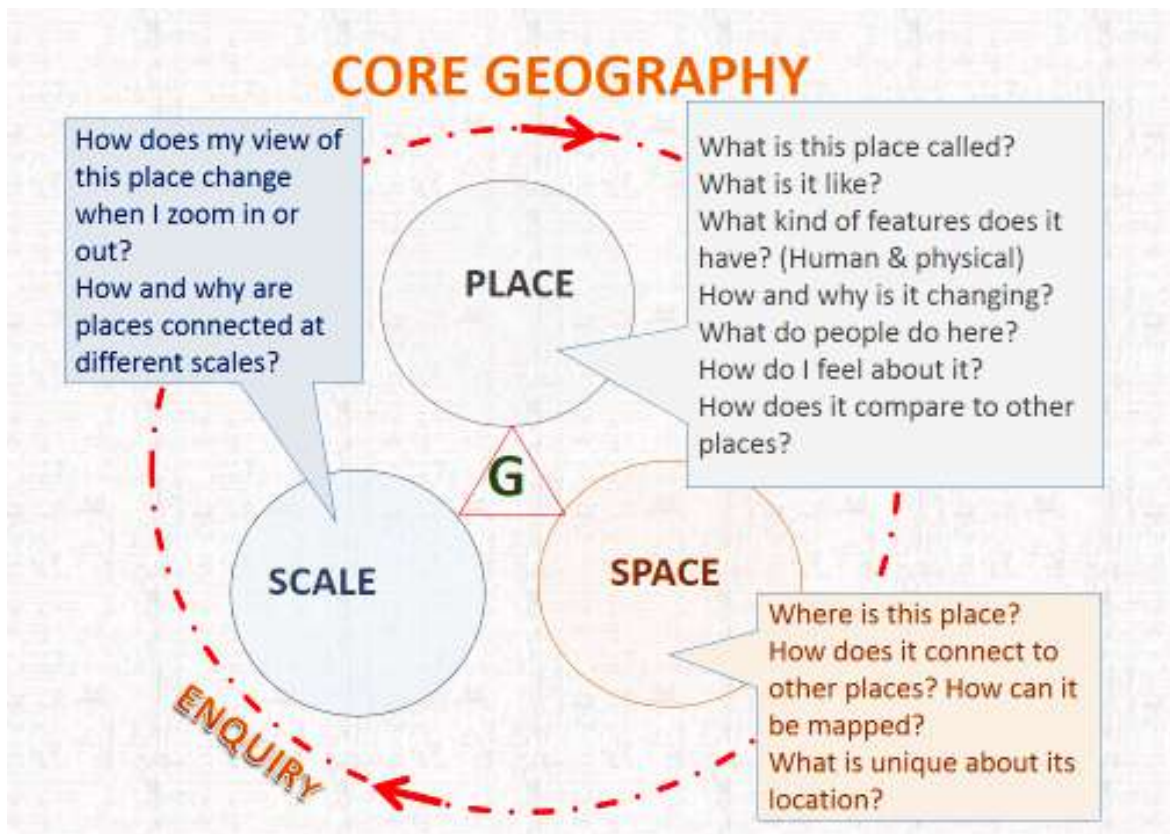
- Inspiring pupils' curiosity to know more about the world in which they live and its people
- Equipping pupils to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement
- Developing contextual knowledge of the location of globally significant places
- Understanding
- Developing geographical skills

Teaching and learning at Wormley Primary School aims to encourage children to follow their own lines of enquiry sparked by curiosity through field study experiences and authentic and relevant resources.

We encourage children to notice carefully and deeply, and demonstrate their learning in a variety of ways: reports, models, drawings, presentations, factfiles etc.

Learning can be recorded in the children's artistic logs, class topic books, a class folder etc. At least one piece of quality writing from the geography topic should be recorded in the children's writing books.

We teach the 3 key concepts:



Place	Studying real places is an essential context for developing geographical enquiries. Although it is a fundamental idea in geography, its definition is not straight forward. We could, perhaps, settle for 'place is space that carries meaning, often through human occupation or by human interpretation'. Every place has a particular location and a unique set of physical and human characteristics. These include what a place is like, how it became like this and how it is subject to forces for change. Furthermore, the same place can be represented differently. What we think about places is both shaped by, and shapes, our 'geographical imagination'. Pupils carry with them mental images of places – the world, the country in which they live, the street next door. These form part of their 'geographical imagination'. It is important that pupils recognise that there are many images of places, some of which may conflict with their own.
Key Questions:	<i>What is this place called? What is it like? What kind of features does it have? How and why is it changing? What do people do here? How do I feel about it? How does it compare to other places?</i>
Space	From a geographical perspective, space involves thinking about where features, sites and places are located. Studying spatial layout involves exploring the interactions between features and places and how they affect each other. Geographers look for the distribution of features and at the patterns they show to see how and why they create networks and what the effect is.
Key Questions:	<i>Where is this place? How does it connect to other places? How can it be mapped? What is unique about its location?</i>
Scale	Understanding <b>scale</b> is as important for learning about the global dimension as it is in geography. Virtually any topic, when studied geographically, benefits from a 'scaled' approach. Scale influences the way we represent what we see or experience. We can select different scales from the personal, local and regional to the global. In between, we have the national and international scales, which are very important politically. We cannot, for example, fully understand high street shopping in a locality, or industrial change in a region or country, without comprehending the global context. Choice of scale is therefore important in geographical enquiry, as is the realisation that scale resolutions are interconnected, as if by a zoom lens.
Key Questions:	<i>How does my view of this place change when I zoom in or out? How and why are places connected at different scales?</i>

**"Schools should:**

*focus strongly on developing pupils' **core knowledge** in geography, **particularly their sense of place** ...p.7*

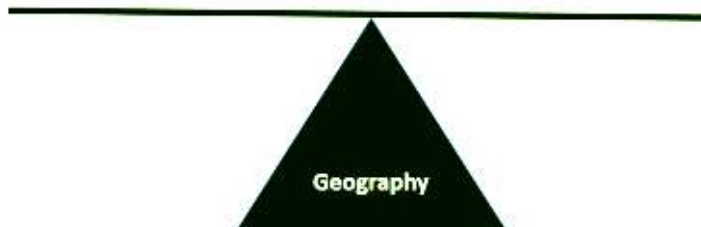
Ofsted (2011) Geography Learning to make a world of difference , Published February 2011 Reference no: 090224

**Core knowledge**

*Facts, location, names, vocabulary,*

**Sense of place**

*Senses, emotions, values, opinions*



**Developing the skills of a geographers - think and behave like a geographer**  
**(links to WS Learning Attributes and tools)**

We share some key skills of geographers in order to encourage them to think and behave like a geographer. Teachers assess pupil progress against the phases' assessment criteria.

Curiosity	Be curious about the world. Ask questions and wonder why.
Active Listening	Give full attention to what different people say, taking time to understand the points being made and asking questions as appropriate.
Critical Thinking	Use logic and reasoning to identify the strengths and weaknesses of alternative ideas, conclusions or approaches to problems.
Active Learning	Investigate new information for both current and future problem-solving and decision-making.
Judgment and Decision Making	Consider the positives and negatives of actions to choose the most appropriate one. Acting as a courageous advocate for the world with a sense of fairness and justice.
Collaboration	Work with others to achieve more.
Problem Solving	Identify problems and review related information to develop and evaluate options and implement solutions.
Writing	Communicate effectively in writing for the needs of the audience.
Speaking	Talk clearly to others to convey information effectively.
Social Awareness	Be aware of others' reactions and understand why they react as they do. Recognise that people see things in different ways.
Persuasion	Persuade others to change their minds or behaviour based on your evidence.

**Programme of Learning**

<b>Key stage 1 Localities and building blocks</b>	<b>Key stage 2 Regional studies and locational knowledge; geographical processes and skills</b>
<ul style="list-style-type: none"> <li>● Focus on local area [opportunities to link with History]</li> <li>● Locational knowledge: The nations of the UK, the world's seven continents and five oceans</li> <li>● Contrasting non-European locality specification</li> <li>● UK seasons and weather, hot and cold regions of the world</li> <li>● Specified vocabulary for physical and human features</li> <li>● Use of simple compass directions</li> </ul>	<ul style="list-style-type: none"> <li>● Locational knowledge: the world's countries</li> <li>● Locational and place knowledge of UK, Europe [including Russia] and the Americas. Physical and human geography at a regional scale</li> <li>● Position and significance of latitude, longitude etc</li> <li>● Key aspects of physical and human geography [includes settlement, rivers, the water cycle]</li> <li>● Compass directions, use of OS map conventions. Greater emphasis on fieldwork</li> </ul>

## WORLD GEOGRAPHY UNITS

Each class has a passport with details of their prior key geographical learning. The passport travels with them throughout their time at the school. Its purpose is to build upon geographical knowledge and skills.

Each **world geography unit** is introduced by locating the world's countries and continents on a world map, identifying Europe (including the location of Russia), locations previously studied plus the specific location of study (concentrating on their environmental regions, key physical and human characteristics, countries, and major cities).

Children are given a **home learning task** prior to beginning the world geography unit to find out key facts about the country that they are going to study (see Geography Folder in the Staff Drive). This is to give children some context to their learning. In KS1 Epic! and in KS2 myON are excellent sites for children to find appropriate information in age appropriate books. Teachers can plan bundles of books for this purpose.

### Example Questions:

#### Home Learning Key Fact Questions:

We are travelling to \_\_\_\_\_

- 1) Where in the world is \_\_\_\_\_? (show on a map and name continent)
- 2) What is the capital city?
- 3) How could we travel there and how far away is it?
- 4) What languages are spoken in \_\_\_\_\_?
- 5) What is the climate? (link to hemisphere / equator etc for Y2+)
- 6) What is \_\_\_\_\_ well known for?
- 7) What currency is used?
- 8) What is the population of \_\_\_\_\_?
- 9) What are the neighbouring seas/oceans?
- 10) What are the neighbouring countries?

## Year 1 World Geography Where in the World Is Handa?



### Overview

A unit which starts by introducing the world map and naming of the continents and major oceans before focusing on the human and physical characteristics of a village in **Kenya** and compares it to the UK.

### Objectives

- Use world maps, atlases and globes to identify the continents, oceans and specifically Europe and Africa
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features ( within Nairobi - proximity of poverty and riches; rural and urban)
- Understand geographical similarities and differences of our local area in the UK and of a small area in Kenya making connections with pupils own lives and experiences

### Key Vocabulary

*Landmark, town, city, village, rich, poor, urban, rural, country, continent, ocean*

### Cross curricular opportunities

Art - collage using photos

English - Writing a factfile

RE - principle religion of Christianity and then Islam / Human Responsibility and Values

### Useful websites / resources

- Google maps
- Digimaps
- Books about Africa and Kenya such as Cultural Traditions in Kenya by Kylie Burns / A Kenya Christmas by Tony Johnston / Kenya's ABCs by Sarah Heimen / Kenya: Enchantment of the World by Michael Burgin / All Around The World: Kenya by Jessica Dean / Exploring World Cultures: Kenya by Alicia Z. Klepeis / Only the Mountains Do Not Move: A Maasai Story of Culture and Conservation by Jan Reynolds / **Handa's Surprise by Eileen Browne** / The Wooden Camel by Wanuri Kahiu / Sulwe by Lupita Nyong'o / Mama Panya's Pancakes: A Village Tale from Kenya by Mary and Rich Chamberlin / For You are a Kenyan Child by Kelly Cunnane / Moja Means One: A Swahili Counting Book by Muriel Feelings

### Teaching sequence (outline)

#### Introduction

- Start by making reference to the class passport. Where have they travelled to before? Where in the world are these places? (Use geographical vocabulary to describe location) What key facts can they recall?
- Introduce new location(s) through pictures / video / clues
- Identify where the location(s) is on a world map and describe using geographical vocabulary. Relate locations back to Wormley.
- Pupils undertake some independent research (in school or as home learning) to produce a fact file

### Explore the Globe

- Introduce maps and globes. Similarities and differences
- What country do we live in? What other countries can you name? Where are they?
- Explain, name and locate the 7 continents and 5 oceans.
- Make connections with these locations and the UK

### What is Kenya like?

- Photo prompts for discussion
- Refer to fact files children made (capital city, temperature, population, wildlife etc)

### Nairobi

- Facts and key landmarks
- Highlight contrasts between rich /poor, modern/traditional, urban/rural

### Kenyan village

- A day in the life of a child living in a Kenyan village / at school
- Facts and key landmarks
- Farming

### How does this compare to life in the UK?

(capital city, temperature, population, wildlife)

### Celebration

Add key aspects of learning to class passport

Share with parents as part of a whole school Geography event or via Google classroom / blog

## Year 2 World Geography Don't Blame It On The Weatherman



### Overview

A unit which starts by revisiting the world map to identify, name and locate the world's 7 continents and 5 major oceans. Locations of hot and cold areas of the world are identified (**Poles, Sahara Desert, Malaysia**) and their climates compared to that of the UK.



## Objectives

- use a map to identify, name and locate of the world's 7 continents and 5 major oceans
- identify seasonal and daily weather patterns in the United Kingdom
- identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles including ice caps, desert, tropics.
- Understand geographical similarities and differences of climate in local area and desert/arctic/tropical area
- use aerial photographs to recognise physical features

## Key Vocabulary

*sea, ocean, continent, vegetation, season, weather, climate, ice cap, desert, tropics, arctic, Equator, North and South Poles*

## Cross curricular opportunities

**Science:** Living Things and their Habitats

**Maths:** measurement, statistics

**Art:** colour paintings

## Useful websites / resources

- Google maps
- Digimaps
- <https://www.natgeokids.com/uk/primary-resource/british-isles-primary-resource/>
- <https://www.3dgeography.co.uk/geography-of-the-uk>
- Books about **Malaysia** such as Through the Eyes of Om: Exploring Malaysia by Sonny Tannan / Malaysia (Enchantment of the World Second Series) by Sylvia McNair / Kancil and the Crocodiles: A Tale from Malaysia by Noreha Yusof Day / Malaysian Children's Favourite Stories by Kay Lyons / My Mother's Kitchen by Emila Yusof / The Magic Buffalo by Jainal Amambing / Atuk's Amazing Sarong by Lim Lay Har and Lim Lay Koon
- Books about the **North and South Poles** are available on Epic! including **Ice Bear** by Nicola Davies / **The Hidden Forest** by Jeannie Baker / Polar Bear by Dee Phillips / The Antarctic Habitat by Bobbie Kalman, Molly Aloian

## Teaching sequence (outline)

### Introduction

- Start by locating the world's countries and continents on a world map, identifying Europe (including the location of Russia), then make reference to the class passport. Where have they travelled to before? Where in the world are these places? (Use geographical vocabulary to describe location) What key facts can they recall?
- Introduce new location(s) through pictures / video / clues
- Identify where the location(s) is on a world map and describe using geographical vocabulary. Relate locations back to Wormley.
- Pupils undertake some independent research (in school or as home learning) to produce a fact file

### Explore the Globe

- Name and locate the 7 continents and 5 oceans. Also name the poles and the equator.
- Make connections with locations being studied and with the UK

### What is weather and what is climate?

<https://climatekids.nasa.gov/menu/weather-and-climate/>

- What is the difference between weather and climate?
- What different climates are there around the world?
- What connection is there between climate and where in the world you are?

**Focus on 3 specific climates : arctic, tropics and desert** (reference back to individual study)

- How are they the same and how are they different? (vegetation, temperature, population)

**UK weather and climate**

- Record the weather every day during the whole unit. How does it change?
- Make connections with the areas studied in relation to vegetation, temperature, population
- Seasons - what different weathers do you associate with which season?

**Celebration**

Add key aspects of learning to class passport

Share with parents as part of a whole school Geography event or via Google classroom / blog

### Year 3 World Geography Extreme Weather



#### Overview

A unit in which KS1 knowledge is recapped and deepened through an understanding of volcanoes and earthquakes and where they occur. The human and physical characteristics of **Japan** are explored. Other extreme weather is discussed and the impact it has on daily life.

#### Objectives

- Use maps, atlases, globes and digital/computer mapping to locate countries, including Japan, plus areas of seismic activity
- Identify the position of locations in relation to and significance of Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle
- Explore what earthquakes are and why they happen
- Explore what volcanoes are and why they happen
- Explore other types of extreme weather e.g. tornados, hurricanes, flooding, tsunamis etc
- Understand geographical similarities and differences of human and physical geography of Japan and the United Kingdom

#### Key Vocabulary

*Extreme, tsunami, earthquake, tornado, hurricane, flooding, Asia, Equator, Tropic of Cancer, Tropic of Capricorn, Arctic circle, Antarctic circle, Northern Hemisphere, Southern Hemisphere, seismic activity*

#### Cross curricular opportunities



**Science:** Rocks

**Reading:** <https://www.booksfortopics.com/awesome-earth>

**Reading/Writing:** Take One Book - The Pebble In My Pocket / Escape from Pompeii

**Writing:** Write a non-chronological report on an earthquake in Japan. Earthquake in September 2018

<https://www.bbc.co.uk/news/world-asia-45429673>

**DT:** Create a 3d model of a volcano. Mount Fuji.

### Useful websites / resources

- Google maps
- Digimaps
- <https://www.natgeokids.com/uk/primary-resource/british-isles-primary-resource/>
- <https://www.3dgeography.co.uk/geography-of-the-uk>
- Books about the earth including **The Pebble In My Pocket** by Meredith Hooper / **The Street Beneath My Feet** by Charlotte Guillian / **Escape From Pompeii** by Christina Ballit
- Books about Japan including **All About Japan: Stories, Songs, Crafts and More** by Willamarie Moore / **I Live in Tokyo** by Mari Takabayashi / **My First Book of Japanese Words: An ABC Rhyming Book of Japanese Language and Culture** by Michelle Haney Brown / **A Bowl Full Of Of Peace: a true Story** by Caren Stelson / **First Book of Sushi** by Amy Wilson Sanger /

### Teaching sequence (outline)

#### Introduction

- Start by locating the world's countries and continents on a world map, identifying Europe (including the location of Russia), then make reference to the class passport. Where have they travelled to before? Where in the world are these places? (Use geographical vocabulary to describe location) What key facts can they recall?
- Introduce new location(s) through pictures / video / clues
- Identify where the location(s) is on a world map and describe using geographical vocabulary. Relate locations back to Wormley.
- Pupils undertake some independent research about Japan (in school or as home learning) to produce a fact file

#### Explore the Globe and its extreme weather

- Introduce vocabulary relating to the globe and relate to places pupils know Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle
- What is extreme weather and what different types are there?
- Where do these usually occur? Is there any link between these places?

#### Earthquakes

- What are they and why do they occur?
- Most notable earthquakes across the globe

#### Volcanoes

- What are they and why do they occur?
- Most notable volcanoes across the globe

#### Other types of Extreme Weather

- tornados , tsunamis, flooding
- examples

#### Japan and its extreme weather

- Facts and significant landmarks (refer to pupils fact files) - physical and human
- Earthquake in Sendai

- Sakurajima (volcano)
- <https://www.youtube.com/watch?v=oWzdgBNfhQU>

### Weather in the UK

- Is UK weather extreme?
- How does it compare to Japan? (also make connection back to world geography unit in Y2)
- Do we have volcanoes or earthquakes?
- Make reference to climate change

### Celebration

Add key aspects of learning to class passport

Share with parents as part of a whole school Geography event or via Google classroom / blog

## Year 4 World Geography Rio's Rainforest



### Overview

A unit which explores the location of South America and Brazil then the human and physical characteristics of the **Brazilian rainforest and Rio de Janeiro**. This is compared to major forests in the UK (historically and currently) with a particular focus on Wormley Woods (historic use for smelting iron / currently leisure and conservation). Pupils will add to their class passport.

### Objectives

- use maps, atlases, globes and digital/computer mapping to locate the world's continents, countries and oceans with a focus on South America and Brazil - describing their position of the location of study in relation to and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle
- explore the physical characteristics of the Rainforest: including terrain, river, coast, climate zones, biomes and vegetation belts
- explore the human characteristics of the Rainforest including types of settlement and land use, economic activity including trade links, and the distribution of natural resources (energy, food, minerals and water)
- consider positive/negative impacts of human intervention.

### Key Vocabulary

Tropical, canopy, undergrowth, habitat, humidity, vegetation, species, microorganisms, deforestation ecosystem, regeneration, poverty, rural, urban, photosynthesis, oxygen, carbon dioxide

### Cross curricular opportunities

**Writing:** Persuasive writing- deforestation in the Amazon rainforest, Rio

**Reading:** Linked to books such as Where The Forest Meets The Sea

**Maths:** Create graphs/charts to compare rainfall of Amazon rainforest and Uk. Use 2d grid references and coordinates

### Useful websites / resources

- Google maps

<https://www.natgeokids.com/uk/discover/geography/countries/country-fact-file-brazil/>

<https://www.kids-world-travel-guide.com/brazil-facts.html>

<https://www.actionaid.org.uk/school-resources/resource/KS2-Rio-de-Janeiro-Brazil-package>

<https://www.rgs.org/schools/teaching-resources/brazil/>

<https://www.coolkidfacts.com/amazon-rainforest-facts/>

- Books linked to Rio and its rainforest including **Where the Forest Meets the Sea** by Jeannie Baker / Amazon Adventure: Unfolding Journeys by Stewart Ross & Jenni Sparks / 100 Facts: Rainforests by Camilla De la Bedoyere / The Great Kapok Tree by Lynne Cherry / The Explorer by Katherine Rundell / The Shaman's Apprentice by Lynne Cherry & Mark Plotkin / **Journey to the River Sea** by Eva Ibbotson / Slowly, Slowly, Slowly, said the Sloth by Eric Carle / The Vanishing Rainforest by Richard Platt & Rupert van Wyk

### Teaching sequence (outline)

#### Introduction

- Start by locating the world's countries and continents on a world map, identifying Europe (including the location of Russia), then make reference to the class passport. Where have they travelled to before? Where in the world are these places? (Use geographical vocabulary to describe location) What key facts can they recall?
- Introduce new location(s) through pictures / video / clues
- Identify where the location(s) is on a world map and describe using geographical vocabulary. Relate locations back to Wormley.
- Pupils undertake some independent research about the Rainforest (in school or as home learning) to produce a fact file

#### Rio

- Facts and key landmarks
- Contrasts: riches/poverty, rural/urban
- Impact and legacy of the Olympics and football world cup
- Proximity of rainforest

#### Rainforest (physical features)

- What is a rainforest
- Size of rainforest and importance to world oxygen levels
- Vegetation
- Wildlife

#### Rainforest (human impacts)

- Population
- Economy
- Reasons for and impact of deforestation

#### Forests in the UK

- History of British forests
- Remaining large forest areas in the UK, their purpose and how they are protected
- How do they differ from Rainforest? Why? (link to climate and location) (Consider visit to Wormley Woods to explore this habitat)

#### Celebration

Add key aspects of learning to class passport

## Y5 World Geography Down by the River



### Overview

A unit which names and locates the major rivers of the world and explores the physical characteristics of rivers and their impact on human geography. An in-depth study of the **River Lea** including a field visit and a comparison made to the **Mississippi** in North America. Pupils will also learn about the water cycle. Pupils will add to their class passport.

### Objectives

- Use maps, atlases, globes and digital/computer mapping to locate continents, countries, major cities and the major rivers of the world including the Mississippi
- Use maps and aerials photographs to explore the source and mouth of our 2 local rivers: New River and River Lea
- Understand the physical characteristics of rivers (from source to mouth) and impact on economic activity (trade, transport, leisure)
- Undertake a field visit to the River Lea and New River
- Study the Mississippi River and understand geographical similarities and differences of human and physical geography to the River Lea
- Understand and explain the water cycle

### Key Vocabulary

Source, mouth, valley, meander, erosion, evaporation, water cycle, bank, bed, current, flood plain, navigation, tidal, condensation, precipitation

### Cross curricular opportunities

**English:** Linked to Take One Book

**Reading** (fiction and non-fiction): <https://www.booksfortopics.com/water>

**Writing:** Explanation text about rivers / Comic strip re a journey through stages of a river, / story writing the journey of a water droplet through the water cycle / persuasive writing about visiting river

**Maths:** measurements, statistics, chatty maths using geography pictures (on server)

**Science:** the Water Cycle

**Photography:** Photos from the river

### Useful websites / resources

- Google maps

[https://kids.kiddle.co/Mississippi\\_River](https://kids.kiddle.co/Mississippi_River)

<http://www.sciencekids.co.nz/sciencefacts/earth/mississippiriver.html>

<http://www.primaryhomeworkhelp.co.uk/rivers.html>

<https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/z7w8pg8>

<https://www.educationquizzes.com/ks2/geography/>

- Books about the River Lea including Book of the River Lea Hardcover by Margaret Ashby / Article on the drive in Y5 folder
- Books about The Mississippi including Mississippi River by Paul Manning / The Mississippi: America's Mighty River (Rivers Around the World) Paperback by Robin Johnson / Where Is the Mississippi River? by Dina Anastasio / The Adventures of Hucklebury Finn by Tom Sawyer / Minn of the Mississippi Paperback by C.Holling Holling
- The Story of the Blue Planet (Take One Book)
- Flotsam by David Wiesner

## Teaching sequence (outline)

### Introduction

- Start by locating the world's countries and continents on a world map, identifying Europe (including the location of Russia), then make reference to the class passport. Where have they travelled to before? Where in the world are these places? (Use geographical vocabulary to describe location) What key facts can they recall?
- Introduce new location(s) through pictures / video / clues
- Identify where the location(s) is on a world map and describe using geographical vocabulary. Relate locations back to Wormley.
- Pupils undertake some independent research about the Mississippi river (in school or as home learning) to produce a fact file

### Where are the major rivers of the world?

- Plot these on a map. Which is the longest? Most visited?
- Focus on UK. Which are our major rivers. Name them and draw them on a map
- Focus on the local area (use digimaps) to find the River Lea and the New River (make reference to school badge which depicts both rivers)

### What are rivers and why are they important? Focus on physical features (use Mississippi river / River Lea as examples and comparison)

- Stages of rivers: source, floodplain, meander, mouth
- Features: erosion, meander
- Rivers as an energy source
- Flooding / drought
- Wildlife and plants

### Focus on the human geography of a river

- Source of water, mode of transport, place to live, place of leisure
- Draw on research of the Mississippi to illustrate as well as local examples

### Local fieldwork: River Lea & New River

In conjunction with Lee Valley park organise a trip to River and a workshop (also include a visit to New River)

Use historical photographs as a source of information

Pupils to research the River Lea (and some the New River) <http://river-lea.co.uk/> and

<https://www.londonslostrivers.com/the-new-river.html> before the visit

An alternative trip is to Stratford to where the River Lea joins the Thames - a boat trip and workshop is available which covers the history of the Lea and the regeneration of the area for the 2012 Olympics and its legacy.

Relate previous learning to what they see out in the field and draw comparisons with the Mississippi

### The Water Cycle

<https://www.bbc.co.uk/bitesize/topics/zkkg87h/articles/z3wpp39>

<http://www.primaryhomeworkhelp.co.uk/swater.html>

<https://www.natgeokids.com/uk/discover/science/nature/water-cycle/>

- Understand the stages and the importance of the water cycle

### Celebration

Add key aspects of learning to class passport

Share with parents as part of a whole school Geography event or via Google classroom / blog

## Year 6 World Geography Climb Every Mountain



### Overview

This unit names and locates the major mountain ranges of the world and explores the physical characteristics of mountains and their impact on human geography. It includes an in-depth study of **the Alps**. Pupils will add to their class passport.

### Objectives

- use maps, atlases, globes and digital/computer mapping to locate continents, countries, major cities and the major mountain ranges of the world including the Mount Everest, Ben Nevis
- Understand how mountains are formed
- Undertake a study of the Alps - physical characteristics such as biomes and vegetation belts, terrain, climate, height and human characteristics such as natural resources (energy, food, minerals, water), types of settlement, land use, economic activity, transport
- understand geographical similarities and differences of human and physical geography of the Alps and the United Kingdom

### Key Vocabulary

Altitude, peak, summit, ascent, descent, erosion, crevasse, plate tectonics, ice gap, ravine, gradient, foothills, biome, vegetation belt, terrain, economy, sea level

### Cross curricular opportunities

- **Maths:** Statistics : temperature, rainfall, population in mountainous areas compared with Wormley
- **English:** Linked to Take One Books
- **DT:** Make a labelled model of a mountain / section through a mountain

### Useful websites / resources

- Google maps



<https://kids.kiddle.co/Alps>  
<https://kids.britannica.com/kids/article/Alps-The/346078>  
<https://www.bbc.co.uk/bitesize/topics/z3fycdm/articles/z3ywyty>  
<http://www.primaryhomeworkhelp.co.uk/mountains.htm>

- The **Brokenspectre** - fiction (Take One Book)
- **Shackleton's Journey** - fiction/non-fiction (Take One Book)
- Ernest Shackleton (Little People, BIG DREAMS)
- Ice Trap!: Shackleton's Incredible Expedition

## Teaching sequence

### Introduction

- Start by locating the world's countries and continents on a world map, identifying Europe (including the location of Russia), then make reference to the class passport. Where have they travelled to before? Where in the world are these places? (Use geographical vocabulary to describe location) What key facts can they recall?
- Introduce new location(s) through pictures / video / clues
- Identify where the location(s) is on a world map and describe using geographical vocabulary. Relate locations back to Wormley.
- Pupils undertake some independent research (in school or as home learning) to produce a fact file

### Where are the mountain ranges in the world?

- Plot these on a map - are there any patterns? Which is the tallest? Most visited? Which continent has the most mountain ranges? Why is this?
- Explore Mount Everest - web cam at summit  
<https://www.planetmountain.com/en/news/climbing/everest-webcam.html>
- Pupils work individually or in groups to research and present their findings about a particular mountain or group of mountains – The Andes, The Himalayas etc. These can be presented towards the end of the unit

### How are mountains formed?

(use videos, play dough to demonstrate)

- Mountain formation
- Types of mountain and examples

### Focus on the Alps: Physical features

(rock type, formation, height, temperature, energy sources, biomes and vegetation belts)

### Focus on the Alps: Human geography features

(economy, land use, importance of tourism, population, transport links, types of settlements)

### Comparison of life in the Alps with the UK

- Are there mountains in the UK?
- How is life different in the mountains to the life you know?

### Celebration

Add key aspects of learning to class passport

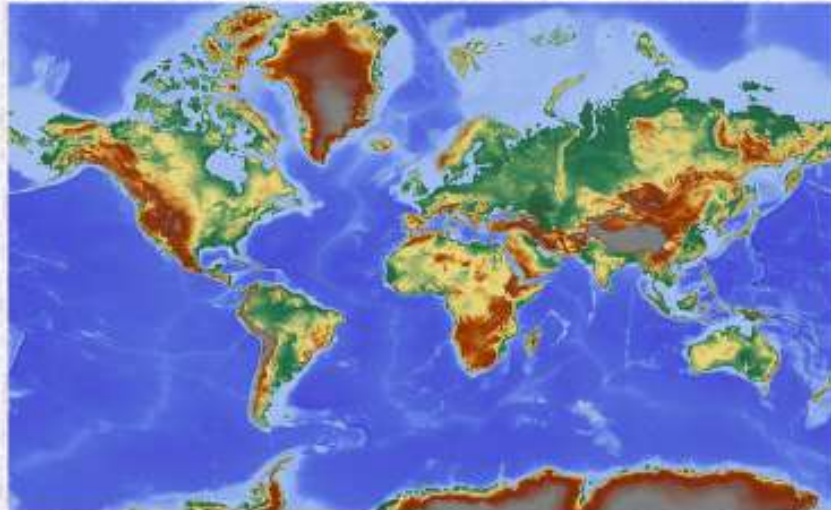
Share with parents as part of a whole school Geography event or via Google classroom / blog

**Example activities**  
**Activity 1**

**Sense of place**  
*Senses, emotions,  
values, opinions.*

Activity - What is your favourite place you have been to?  
What is your favourite place in the world?  
This could be a holiday or a day trip out.  
Write down why it is your favourite place and why.  
Can you describe it? What human and physical features does it have?  
Can you locate it on the map? Why does it mean so much to you?

Home  
learning  
Opportunity.



## Example activity 2

### Sense of place

Senses, emotions,  
values, opinions.

Activity: Enquiry - What can the children find out about the place they are learning about?

<http://www.geography.org.uk/resources/photosforenquiry/>

Website link for multiple pictures that be used in class at the start of a place study. Ensure that whatever picture you use you have a knowledge of what is going on in the picture.

High quality images that can be used in the classroom at all levels to stimulate enquiry among your students into a variety of human and physical geographical topics, including resource management, landforms and processes, people and place, hazards and risk, and global development.

What do you want to know?

What do you want to know?

What can you guess?

What do you notice? What can you see? What do you know?



What do you notice?

What can you see?

What do you know?

What can you guess?

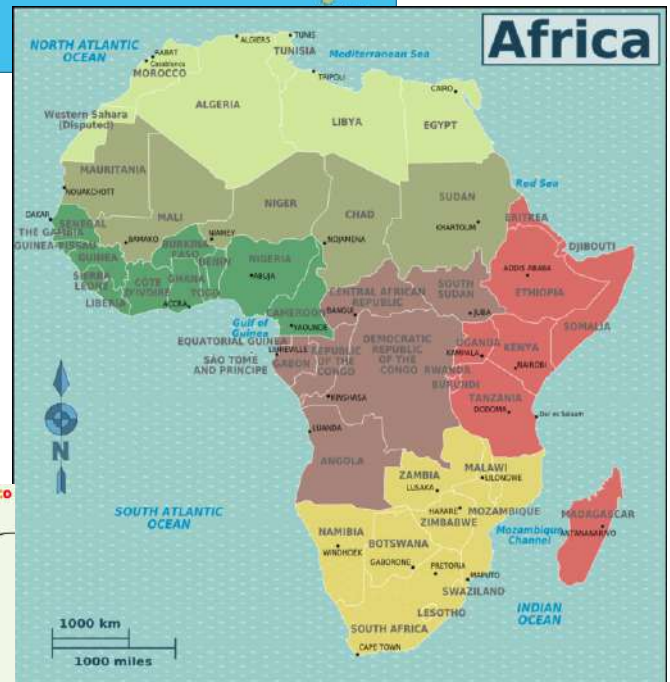
Different images of the place of study - each group of 6 children to have a different picture at their table- children to write what they think they know/see/notice in the first section, in the middle what they can guess/infer using the picture clues and on the outside any questions they have about the picture. After this has been completed then tell the children what the pictures are showing.



### Example activity 3

#### Activity: map skills with play dough

Make a map of Africa using the play dough thinking about the shape.  
Then using a cocktail stick, label and locate Kenya.  
You could then use another cocktail stick to locate the town/village in Kenya you will be looking at in depth. You could even extend this to finding the capital city, cities around it and talking about the distance between these and the place of interest.



## Example activity 4

### Activity idea - locating place

Give children some pictures and ask them to think about where they would place them on the map using clues from the picture e.g if there is sand and a beach in the picture then this place would be located along the coast line.

#### Activity- how to develop children's knowledge of place

Have multiple pictures- children to think about where they would place them on the map at set locations using clues from the picture e.g if there is sand a beach in the picture then this would be at a location along the coast line.





## Example activity 5

Activity: Freeze frames help children to consider what it might be like to live in this place.

Create the dialogue. What would the people be saying to each other?



Geography Association website <http://www.geography.org.uk/>



# LOCAL GEOGRAPHY UNITS

## Y1 Local Geography Unit

### Home from Home

#### Overview

Our local geography units provide opportunities for pupils to learn about where they live in the world and compare it to other locations around the globe. Through focus each year on different aspects of local physical and human geography, pupils develop a depth of understanding of the geography of the local area.

This unit which starts by using world maps, atlases and globes to identify the United Kingdom and then Wormley on a UK map before exploring the geography of the school, its grounds and the immediate surrounding area. It includes fieldwork study trip in the local area.

#### Objectives

- *Use a local map and aerial photographs to identify school and its grounds, key landmarks and pupils' homes*
- *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*
- *devise a simple map with a key*
- *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*
- *Draw and label sketches*
- Understand geographical similarities and differences of local area and of a small area in *Kenya* by referring back to global geography and compare our school to a school in *Kenya*.
- Fieldwork trip: School grounds, park & church

#### Key Vocabulary

town, village, house, office, shop, *factory, farm, shop, forest, hill, river, soil, valley*

#### Cross curricular opportunities

Art - sketching

English - Writing descriptions / story about their journey. Link to reading book about a journey e.g. Going on a bear hunt

RE - visit to Church

#### Useful websites / resources

- Google maps
- Digimaps
- Broxbourne and Wormley's Past in Pictures

#### Teaching sequence (outline)

##### Introduction

- Start by making reference to the class passport. Where have they travelled to before? Where in the world are these places? (Use geographical vocabulary to describe location) What key facts can they recall?

##### Where is our school?

- Use maps, globes and aerial photographs to explain and describe where our school is

- What country do we live in? What other countries can you name? Where are they?
- What continent are we in? Can you name any others?
- Make connections with Wormley and other locations they know in the UK

### What is Wormley like?

- Photo prompts for discussion
- Maps of the local area
- Introduce vocabulary

### What is our school like?

- Use a plan of the school grounds and 'trips' out into the grounds to describe our school
- Explore the meaning of north, south, east and west and other directional and positional language
- Draw a simple map of the school with labels

### Fieldwork trip (teachers must previsit to write risk assessment)

Walk from school grounds, down the boardwalk to the River Lea at the Old Mill & Meadow. Walk up to St Augustine's Church then along the New River back to school (Map saved on Digimaps)

Opportunity to visit Church and / or include a picnic at Old Mill & Meadow as part of trip

Things to notice: Change from houses and pavements to paths and woods; wildlife; wetlands; river; leisure activities (holiday homes, cafe, cycle hire, fishing); Old Mill; railway; Church; playing fields; New river; sports ground; school

Possible activities: journey stick, sketching, photography, directional work, sketch maps





**Follow up work**

Write a story about their journey using pictures (photos and / or sketched) and items they have collected along the way to illustrate it

**Celebration**

Add key aspects of learning to class passport  
Read stories to YR and YN

## Y2 Local Geography Unit

### Where In The World Is Wormley?

#### Overview

Our local geography units provide opportunities for pupils to learn about where they live in the world and compare it to other locations around the globe. Through focus each year on different aspects of local physical and human geography, pupils develop a depth of understanding of the geography of the local area.

This unit explores the 4 countries of the UK and the location of Wormley. Fieldwork allows the identification of physical and human geographical features of Wormley.

#### Objectives

- Use world maps, atlases and globes to identify the United Kingdom - name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features such as coastline, cliffs, rivers, cities, towns etc
- Locate Wormley on a map of the UK and describes its location in relation to other places using 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 (links to coordinates)
- Introduce Borough of Broxbourne and Hertfordshire as ways of describing location
- Use simple fieldwork and observational skills to study the geography of Wormley and the key human and physical features of its surrounding environment
- Devise a simple map of a particular area in Wormley with a key

#### Key Vocabulary

city, town, village, farm, port, harbour, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley

#### Cross curricular opportunities

**Maths:** measurement, statistics

**Art:** make a sketch or collect items for a collage

#### Useful websites / resources

- Google maps
- Digimaps
- Broxbourne and Wormley's Past in Pictures
- <https://www.natgeokids.com/uk/primary-resource/british-isles-primary-resource/>
- <https://www.3dgeography.co.uk/geography-of-the-uk>

#### Teaching sequence (outline)

##### Introduction

- Start by making reference to the class passport. Where have they travelled to before? Where have they learnt about? Where in the world are these places? (Use geographical vocabulary to describe location) What key facts can they recall?

##### Where is the United Kingdom?

- Starting with a map of Europe, identify the United Kingdom. Discuss size, location, neighbouring countries etc



- Use aerial photos and videos to explore the UK. Label a map of the UK. Include key features e.g. highest mountain, longest river, capital cities. Notice the length of coastline, the comparative size of countries, the shape of the country, the proximity of France. Use positional and directional language, as well as key vocabulary (above).
- Identify the 4 countries that make up the UK and their capital cities (in groups children could complete a fact find for each country)
- Investigate the Union Jack and how it is made up of different flags

### Where is Wormley?

- Using the map of the UK. Find out where Wormley is. Discuss its location and proximity to London, coast etc
- Use positional and directional language.
- Discuss Hertfordshire and Borough of Broxbourne

### What is Wormley like?

- Recall what they learned about Wormley last year and where they went on their field trip (refer to passport). Use photo prompts for discussion
- Use the vocabulary to describe physical features of Wormley (e.g. it is in a valley, not near the coast, it has 2 rivers running through it) Then the human features (roads, railway, shops, houses)
- Draw a sketch map of Wormley
- Compare with locations studied in World Geography - how are they the same and how are they different?

### Fieldwork trip: Human and Physical features (teachers must previsit to write risk assessment)

Walk from school grounds, along Cozens Lane East to the High Road and into Cozens Lane West. Follow the footpath up to Top Field and cross the A10 and into the car park at Baas Hill Common (Map saved on Digimaps). From the top children can notice that Wormley is in a valley from the car park at the end they can see London. Opportunity to include a picnic at Baas Hill Common as part of the trip. If the weather is not good, then parents could take their children to Baas Hill car park.

Things to notice: Physical and human geographical features of the local area: High road, New River, secondary school, slope, A10, wildlife, plants, view over Wormley, London in the distance

Possible activities: sketch, maps, Ispy, photography, directional work





### Follow up work

Write a poem about being on the hill and looking over the valley / seeing London in the distance

### Celebration

Add key aspects of learning to class passport  
Share poems with other classes



## Y3 Local Geography Unit What's Down My Street?

### Overview

Our local geography units provide opportunities for pupils to learn about where they live in the world and compare it to other locations around the globe. Through focus each year on different aspects of local physical and human geography, pupils develop a depth of understanding of the geography of the local area.

This unit builds on local knowledge by starting with a map of the UK to locate countries and major cities of the UK as well as Wormley. Fieldwork allows a study of economic activity and land use in the area surrounding school and comparison with other areas of the UK.

### Objectives

- use maps to name and locate areas and cities of the United Kingdom, geographical regions and compare land-use patterns (inner city, rural, coastal); and understand how some of these aspects have changed over time
- use fieldwork to observe, measure record and present economic activity, land use and settlement (residential, open space, commercial, industrial) in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies
- create a map of local land use with a key
- Consider how Wormley has changed over time and why. Why people settled in Wormley originally and how it could change in the future.
- Compare how land use in Wormley is similar / different to other areas in the UK

### Key Vocabulary

Residential, commercial, land use, business, shops, open spaces, allotment, urban, rural,

### Cross curricular opportunities

Maths: statistics

### Useful websites / resources

- Google maps
- Digimaps
- Broxbourne and Wormley's Past in Pictures
- <https://www.3dgeography.co.uk/geography-of-the-uk>

### Teaching sequence (outline)

#### Introduction

- Start by making reference to the class passport. Where have they travelled to before? Where have they learnt about? Where in the world are these places? (Use geographical vocabulary to describe location) What key facts can they recall?

#### Land use and economic activity

- Introduce and explain these terms. Name different types of land use and economic activity.
- Using maps, videos and aerial photographs explore different areas of the UK (e.g. coastline, mountains, green areas (National Parks), forests, cities, roads) and different examples of land use (residential, commercial, industrial, open spaces)
- Mark examples of land use on a map of the UK and create a key. Are there any patterns?

### Where is our school?

- Recall what they learned about Wormley previously and where they went on their field trips (refer to passport)
- Photo prompts for discussion
- Maps of the local area

### What is Wormley like?

- Use maps, aerial photographs and local knowledge to identify different land uses
- Encourage children to explain their thinking using correct vocabulary
- How do you think land use has changed over time?
- Is Wormley urban or rural?

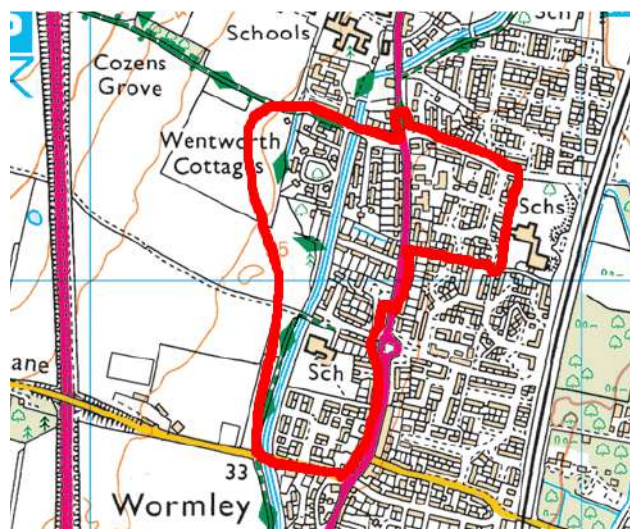
### Fieldwork trip: Economic activity & land use (teachers must previsit to write risk assessment)

Walk from the school grounds to the High Road. Walk along the High Road and turn right into Church Lane. Cross the New River then turn right along the river path into the playing fields at the next bridge OR pass the allotments and enter the playing fields on the right. Exit the playing fields by secondary school into Cozens Lane West, cross the High Road and return to school. (map saved on Digimaps)

Opportunity to have picnics / PE at playing fields.

Things to notice: Different land uses and economic activities (road, river, houses, shops, offices, leisure activities, open spaces, allotment, footpaths, schools); former school buildings (on left in Church Lane (now houses) and St Laurence Drive (Care home being built in 2020));

Possible activities: Outline map to mark different land uses on as they are spotted (road, river, houses, shops, offices, leisure activities)



### Follow up work

Describe a walk through Wormley - make references to different land uses and economic activities using geographical language

Write a letter to the council about a piece of land that you think should change its usage (either an area that could be improved or is currently wasted) OR about something missing from Wormley e.g. a butcher or a bike shop

### Celebration

Add key aspects of learning to class passport

## Y4 Local Geography Unit Where Do We Go From Here?

### Overview

Our local geography units provide opportunities for pupils to learn about where they live in the world and compare it to other locations around the globe. Through focus each year on different aspects of local physical and human geography, pupils develop a depth of understanding of the geography of the local area.

This unit deepens pupils' understanding of the local area by recapping on previous learning and looking closely at the transport links which serve the local area including railway, rivers, roads (local, A10 and M25), bus routes and Stansted airport. Fieldwork allows a study of traffic patterns and their impact.

### Objectives

- Use maps to name and locate cities and towns in UK and the major transport links (motorways, railways, airports), and consider how some of these aspects have changed over time
- Use maps to identify transport links in the local area including High Road, A10, M25, New River, River Lea, Stansted airport, railway line
- Explore the frequency and routes of public transport services
- use fieldwork to observe, measure, record and present the traffic flows (bikes, motorbikes, cars, vans, lorries, buses) in the local area using graphs and digital technologies. Consider results and draw conclusions

### Key Vocabulary

Transport links, communication, motorways, dual carriageways, airports, roads, lanes, bus routes, train connections, timetables, traffic, survey

### Cross curricular opportunities

Maths : timetables, money

### Useful websites / resources

- Google maps
- Digimaps
- Broxbourne and Wormley's Past in Pictures
- <https://www.3dgeography.co.uk/geography-of-the-uk>

### Teaching sequence (outline)

#### Introduction

- Start by making reference to the class passport. Where have they travelled to before? Where have they learnt about? Where in the world are these places? (Use geographical vocabulary to describe location) What key facts can they recall?

#### Where is our school?

- Start with a map of Europe and then of UK to locate Wormley
- Recall what they learned about Wormley last year and where they went on their field trip (refer to passport)
- Use photo prompts for discussion and maps of the local area
- Introduce vocabulary

#### What is transport and why is it important?

- Discuss different types and how it has changed over the years. What transport links are there in Wormley? Where is our nearest station, airport, motorway? Use maps to help

- What are the advantages and disadvantages of each? Consider environmental impact? Which do they use themselves?
- Explore bus and train timetables for local routes and explore destinations, times, frequency, journey times. Include cost comparison

### How busy is Wormley?

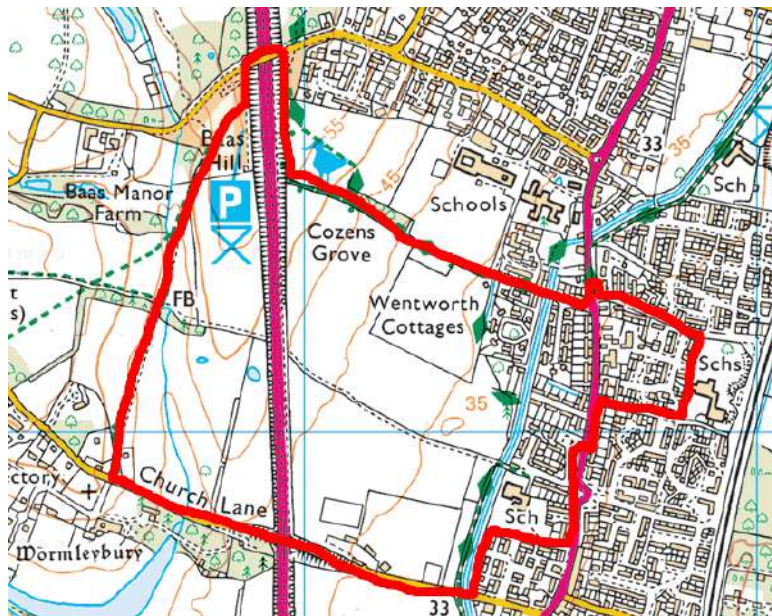
- How can we find out how many cars pass through Wormley?
- Design a survey
- Do all the roads have the same amount of traffic?
- Develop a survey to compare 4 different roads (outside school, High Road, A10 and Church Lane). Ask children to predict the busiest and predict car numbers in the time you have agreed (5 or 10 minutes?)

### Fieldwork trip: transport links (teachers must previsit to write risk assessment)

Leave the school grounds (traffic survey 1), follow Cozens Lane East to High Road (traffic survey 2 - on grass area by entrance of C Lane West), cross into Cozens Lane West and follow footpath past secondary school and up to Top Field. There is a spot at the top where you can look over A10 and do traffic survey 3. Cross A10 and enter Baas Hill Common. Walk to the far end and follow the footpath across the field and into Church lane. Traffic survey 4 outside church. Walk back to school via Church Lane and High Road.

Things to notice: as well as traffic, children can notice wildlife and plants; cross the New River twice; former sites of Wormley school, church, former medieval road; view of London in the distance

Possible activities: traffic survey, photos







### **Follow up work**

- Present the outcomes of the traffic survey as a table and a graph and draw conclusions
- Write a blog or information leaflet to explain all the ways you can travel to Wormley

### **Celebration**

Add key aspects of learning to class passport

## Y5 Local Geography Unit X Marks The Spot

### Overview

Our local geography units provide opportunities for pupils to learn about where they live in the world and compare it to other locations around the globe. Through focus each year on different aspects of local physical and human geography, pupils develop a depth of understanding of the geography of the local area.

In year 5, the world geography unit (rivers) includes an element of local fieldwork as the school lies between 2 rivers. This unit requires pupils to use detailed Ordnance Survey maps to build their knowledge of the local area. They identify the Greenwich Meridian line and its purpose in measuring time zones.

### Objectives

- Become familiar with an Ordnance Survey map of the UK and the local area by identifying key landmarks and recalling learning in previous years re transport links, land use etc. Use maps to follow a known route e.g. between home and school, or school and church
- use the 8 points of a compass, 4- and 6-figure grid references, symbols and key to build their knowledge of the local area
- Identify local meridian line marker and use this to explore the history and purpose of the Prime Meridian
- Understand the significance time zones and how they are measured making reference to *latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, orbit of planet Earth*

### Key Vocabulary

United Kingdom, grid references, compass, prime meridian, time zones, latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, orbit, solar system, international date line

### Cross curricular opportunities

**Science:** planets and solar system

### Useful websites / resources

- Google maps
- Digimaps
- Broxbourne and Wormley's Past in Pictures
- <http://www.thegreenwichmeridian.org/>

### Teaching sequence (outline)

#### Introduction

- Start by making reference to the class passport. Where have they travelled to before? Where have they learnt about? Where in the world are these places? (Use geographical vocabulary to describe location) What key facts can they recall?

#### What is Wormley like?

- Recall what they learned about Wormley last year and where they went on their field trip (refer to passport)
- Photo prompts for discussion
- Maps of the local area
- Introduce vocabulary



### Where is Wormley?

- Consider the location of Wormley on a global scale
- Introduce new vocabulary and recall other vocabulary
- Locate Wormley in relation to latitude and longitude, the equator etc
- Use globes to aid understanding

### What is the time?

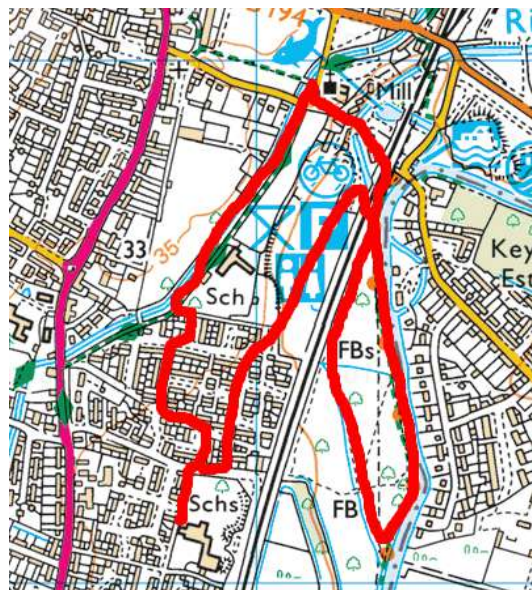
- Why do we need a timeline? Link to learning in science re planets and earth's orbit around sun
- Explore history of the line and Royal Observatory
- Compare times of places around the world. Link to dates etc

**Fieldwork trip** (teachers must previsit to write a risk assessment). There are 2 local geography trips in year 5 : rivers (world geography unit) and meridian line (local geography unit)

**Rivers** (part of world geography unit). Leave school grounds, walk to the New River and follow it along to Broxbourne Church. Walk down to Old Mill and Meadow and onto the towpath of the River Lee. Turn right then turn right again into Silvermead. Follow path round until you reach the towpath again then turn left and follow the river back to Old Mill. Follow the boardwalk - at the far end of the car park by the cafe - and climb the steps back into the housing estate by school. (Map saved on digimaps)

Things to notice: wildlife and plants; flow of river (which way is the source / which way the sea?); leisure activities associated with river (cycling, walking, canoes, holiday homes, rowing club, fishing, canal boats); river crossings; railway following same route as the river

Possible activities:





**Meridian Line**

This field trip could be done with small groups by minibus or by asking parents to drop children at Abbey Gardens. Here you can see where the meridian line passes (it passes closer to Wormley but this is an easier place to meet). Take a walk in Cornmill Meadows and see the River Lee again. Also visit the Abbey and Harold 1 grave (link to Viking year 6 project)



**Alternative trips**

- Take the train to Stratford and see where River Lee joins the Thames. There is a boat tour available and commentary re the changes made in preparation for the 2012 Olympic Games and the Queen Elizabeth park.



- Take a coach to Greenwich where the meridian line originates and the former Royal Observatory stands. Look out over Docklands and O2 and see how the Thames meanders through this part of London.



### Follow up work

- Create a cartoon strip showing what is going on around the world at a particular time in the day. It should clearly show the time difference and include geographical detail about that country (e.g. if it is snow covered, or a particular landmark)
- Alternatively follow the meridian line from north to south with some key facts about the countries it passes through

### Celebration

Add key aspects of learning to class passport



## Y6 Local Geography Unit

### Rule Britannia

#### Overview

Our local geography units provide opportunities for pupils to learn about where they live in the world and compare it to other locations around the globe. Through focus each year on different aspects of local physical and human geography, pupils develop a depth of understanding of the geography of the local area.

This unit explores the United Kingdom and pulls together learning about the local area.

#### Objectives

- Use maps to identify Europe and the UK.
- Identify the position of Europe and the UK in relation to 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)
- Name and locate counties and cities of the United Kingdom
- Name and locate 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
- Consider population, demographics, population density of the UK, individual countries within the UK and major cities
- Explore the difference between UK and Great Britain, the significance of the Union Jack and relationships between the 4 home nations

#### Key Vocabulary

City, town, village, suburbs, coast, urban, rural, county, borough

#### Cross curricular opportunities

#### Useful websites / resources

- Google maps
- Digimaps
- Broxbourne and Wormley's Past in Pictures
- <https://www.natgeokids.com/uk/primary-resource/british-isles-primary-resource/>
- <https://www.3dgeography.co.uk/geography-of-the-uk>

#### Teaching sequence (outline)

##### Introduction

- Start by making reference to the class passport. Where have they travelled to before? Where have they learnt about? Where in the world are these places? (Use geographical vocabulary to describe location) What key facts can they recall?

##### Where is our school?

- Identify the position of Europe and the UK in relation to 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)

- Recall what they learned about Wormley last year and where they went on their field trip (refer to passport)
- Photo prompts for discussion
- Maps of the local area
- Introduce vocabulary

### **Let's explore the UK**

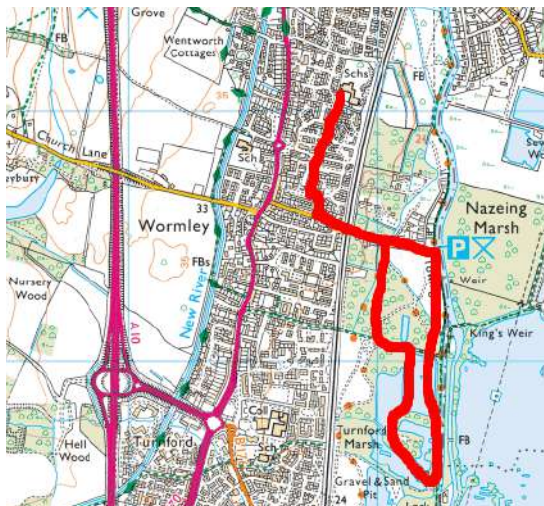
- Name and locate counties and cities of the United Kingdom. Explore a map with counties on it - compare Hertfordshire to other counties. Notice how close we are to Essex
- Mark cities on a map and groups of children find facts about different areas of the country
- Name and locate geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers)
- Consider population, demographics, population density of the UK, individual countries within the UK and major cities
- Explore the difference between UK and Great Britain, the significance of the Union Jack and relationships between the 4 home nations

**Fieldwork trip** (teachers must previsit to write risk assessment)

Leave the school grounds and use the back path to walk through houses, turn left onto Wharf Road then cross the railway line and continue to the towpath. Walk along the river to see weir and then the lock. Turn right into the woods and weave through the lakes to return to the area of grass at the bottom of Wharf Road. Follow the same route back to school. (map saved on digimaps)

Things to notice: level crossing, towpath, plants and wildlife, weir, cottage, lock, canal boats

Possible activities: sketches, photography, orienteering, compass work





**Follow up work**

Children create a website / blog / travel brochure all about Wormley using not only their learning from this year but also what has been captured in the class passport for previous years. They should include all aspects of the geography of the local area using the appropriate vocabulary.

**Celebration**

Add key aspects of learning to class passport

**Narrate your learning as a geographer.**

Finally, encourage children to narrate their positive learning experiences in geography. to notice themselves as learners of geography - A time when I used a geographical skill; A time when I learned collaboratively to research relevant information; A time when I sorted fact from opinion.

A time when I learned like a geographer .....

At first...	Then.....	After....