

# Enmore Church of England Primary School

'Those who are taught here must  
go out and teach others'

*Rev J. Poole, Founder, 1810*



'I have set you an example that you  
should do as I have done for you.'

*John 13: 15*

## Geography - for website

## Background



Geography is the study of the earth and its people. It can be split into two areas: Physical and Human Geography. Physical geography involves learning about the physical features of the earth, like rivers or mountains. Human geography looks at people, their cultures and how they interact with the natural environment.

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*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.*

Enmore follows the Early Years Foundation Stage Curriculum which can be found [here](#), and the National Curriculum programmes of study which can be found [here](#).

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## Vision



*The school's vision and values underpin all subjects taught at Enmore. The page below illustrates how **Geography** is influenced by these values and, as a result, illustrates what you would expect to see in classrooms.*

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### Vision

- To have high expectations

### What this looks like in Geography:

- Learning behaviours are excellent
- Poor behaviour is uncommon and is challenged

- Marking is high quality
- teaching spaces are kept tidy and are well- organised

#### **Vision**

- A broad curriculum offer

#### **What this looks like in Geography:**

- Displays and work in books reflects a broad curriculum
- classes have topics but discrete subjects are taught
- Cross- curricular links used when possible, e.g linked with English texts or data handling in maths

#### **Vision**

- An inclusive curriculum

#### **What this looks like in Geography:**

- All children have access to the curriculum
- Pre, post and during interventions used as appropriate, aimed at removing barriers to learning

#### **Vision**

- A mastery approach

#### **What this looks like in Geography:**

- Whole class teaching is predominant
- children who have mastered topics are given opportunities to support less confident
- low stakes testing and retrieval exercises used where appropriate

#### **Vision**

- Expose children to diversity

#### **What this looks like in Geography:**

- Children learn about other cultures and people as they learn about the UK and countries of the world.

#### **Vision**

- Ask Big Questions

#### **What this looks like in Geography:**

- Children are encouraged to ask questions and explore topics through enquiry.

#### **Vision**

- Close vocabulary gap for disadvantaged children

**What this looks like in Geography:**

- Children are taught ambitious and technical vocabulary through lessons and are encouraged to use it.
- Vocabulary sheets looked at at the start of the topic and reviewed again at the end of a topic.

**Vision**

- Reinforce school, Christian and British values

**What this looks like in Geography:**

- Children learn about other cultures when learning about the UK and the World and develop an understanding of how other people are similar and different to them.

**Vision**

- To develop the children as individuals and give responsibility

**What this looks like in Geography:**

- Children learn about their own role within the world and how they can impact the issues it is facing.
- Children become global citizens.

Progression/Key "sticky" Knowledge

Geography: Key Stage 1					
Locational Knowledge		Place Knowledge		Human and Physical Geography	
<ul style="list-style-type: none"> <li>• name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> </ul>		<ul style="list-style-type: none"> <li>• Name and locate the world's seven continents and five oceans.</li> </ul>		<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 in a contrasting non-European country.</li> </ul>	
<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> </ul>		<ul style="list-style-type: none"> <li>• Use basic geographical vocabulary to refer to: Beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>• City, town, village, factory, farm, house, office, port, harbour and shop.</li> </ul>			
Class 1	<ul style="list-style-type: none"> <li>• Know the names of the four countries that make up the UK.</li> </ul>		<ul style="list-style-type: none"> <li>• Know features of hot and cold places in the world.</li> <li>• Know where the equator, North Pole and South Pole are on a globe.</li> </ul>		<ul style="list-style-type: none"> <li>• Know which is the hottest and coldest season in the UK.</li> <li>• Know and recognise main weather symbols.</li> </ul>
	<ul style="list-style-type: none"> <li>• Know the names of the four countries that make up the UK and name the three main seas that surround the UK.</li> <li>• Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland.</li> <li>• Know the names of and locate the seven continents of the world.</li> <li>• Know the names of and locate the five oceans of the world.</li> </ul>		<ul style="list-style-type: none"> <li>• Know the main differences between a place in England and that of a small place in a non-European country.</li> </ul>		<ul style="list-style-type: none"> <li>• Know the main differences between a city, town and village.</li> <li>• Identify the following physical features: mountain lake, island, valley, river, cliff, forest and beach.</li> <li>• Explain some of the advantages and disadvantages of living in a city or village.</li> </ul>

Geography: Key Stage 1		
Map skills and Fieldwork skills		
<ul style="list-style-type: none"> <li>Use world maps, atlases and globes</li> <li>Use simple compass directions</li> <li>Use aerial photos, construct simple maps</li> <li>Undertake simple fieldwork within the school locality</li> </ul>		
Class 1	<p><b>Map Skills</b></p> <p><b>Using Maps:</b></p> <ul style="list-style-type: none"> <li>Use a simple picture map to move around the school.</li> <li>Use relative vocabulary such as bigger, smaller, like, dislike.</li> <li>Use directional language such as near and far, up and down, left and right, forwards and backwards.</li> </ul> <p><b>Map Knowledge:</b></p> <ul style="list-style-type: none"> <li>Use world maps to identify the UK in its position in the world.</li> <li>Locate on a globe and world map the hot and cold areas of the world including the Equator and the North and South Poles.</li> </ul> <p><b>Making Maps:</b></p> <ul style="list-style-type: none"> <li>Draw basic maps, including appropriate symbols and pictures to represent places or features.</li> <li>Draw or make a map of real or imaginary places.</li> <li>Use photographs and maps to identify features.</li> </ul>	<p><b>Fieldwork Skills:</b></p> <p><b>Gather Information:</b></p> <ul style="list-style-type: none"> <li>Use basic observational skills.</li> <li>Draw simple features.</li> <li>Ask and respond to basic geographical questions.</li> </ul> <p><b>Sketching:</b></p> <ul style="list-style-type: none"> <li>Create plans and draw simple features in their familiar environment.</li> </ul> <p><b>Audio/Visual:</b></p> <ul style="list-style-type: none"> <li>Recognise a photo or a video as a record of what has been seen or heard.</li> <li>Use a camera in the field to help to record what is seen.</li> </ul>
	Class 2	<p><b>Map Skills:</b></p> <p><b>Using Maps:</b></p> <ul style="list-style-type: none"> <li>Follow a route on a map.</li> <li>Use simple compass directions (North, South, East, West).</li> <li>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</li> </ul> <p><b>Map Knowledge:</b></p> <ul style="list-style-type: none"> <li>Use maps to locate the four countries and capital cities of UK and its surrounding seas.</li> <li>Locate and name on a world map and globe the seven continents and five oceans.</li> </ul> <p><b>Making Maps:</b></p> <ul style="list-style-type: none"> <li>Draw or make a map of real or imaginary places (e.g. add detail to a sketch map from aerial photograph).</li> <li>Use and construct basic symbols in a key.</li> </ul>

Geography: Key Stage 2			
Locational Knowledge			
<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>			
Class 3	<ul style="list-style-type: none"> <li>Know the names of and locate at least eight European countries.</li> </ul>	<ul style="list-style-type: none"> <li>Know the name of and locate at least six cities in England.</li> </ul>	<ul style="list-style-type: none"> <li>Know the names of four countries from the southern and four from the northern hemisphere.</li> </ul>
	Class 4	<ul style="list-style-type: none"> <li>Know and locate the names of and locate at least eight major capital cities across the world.</li> </ul>	<ul style="list-style-type: none"> <li>Know the names of and locate at least eight counties in England.</li> <li>Know where the main mountain regions are in the UK.</li> </ul>
Class 5		<ul style="list-style-type: none"> <li>Know the names of a number of European capitals.</li> <li>Know the names of, and locate, a number of South OR North American countries.</li> </ul>	<ul style="list-style-type: none"> <li>Know, name and locate the main rivers in the UK.</li> </ul>

Geography: Key Stage 2			
Place Knowledge	Human and Physical Geography		
<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>	<ul style="list-style-type: none"> <li>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</li> </ul>	<ul style="list-style-type: none"> <li>Describe and understand key aspects of 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>	
Class 3	<ul style="list-style-type: none"> <li>Know at least five differences between living in the UK and a Mediterranean country.</li> </ul>	<ul style="list-style-type: none"> <li>Know the names of and locate some of the world's deserts.</li> </ul>	<ul style="list-style-type: none"> <li>Know why most cities are located by a river.</li> </ul>
Class 4	<ul style="list-style-type: none"> <li>Know key differences between living in the UK and in a country in either North or South America.</li> </ul>	<ul style="list-style-type: none"> <li>Know what causes an earthquake.</li> <li>Label the different parts of a volcano.</li> <li>Know the names of a number of the world's highest mountains.</li> <li>Know layers of a rainforest and know what deforestation is.</li> </ul>	<ul style="list-style-type: none"> <li>Know why countries need trade links with other countries.</li> </ul>
Class 5	<ul style="list-style-type: none"> <li>Know key differences between living in the UK and in a country in either North or South America.</li> </ul>	<ul style="list-style-type: none"> <li>Know what is meant by biomes and what are the specific features of a specific biome.</li> <li>Know and label the main features of a river.</li> <li>Know the name of and locate a number of the world's longest rivers.</li> <li>Explain the features of a water cycle.</li> </ul>	<ul style="list-style-type: none"> <li>Know about time zones and work out differences.</li> </ul>

Geography: Key Stage 2		
Map skills and Fieldwork skills		
<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>		
Class 3	<p><b>Map Skills:</b></p> <p><u>Using Maps:</u></p> <ul style="list-style-type: none"> <li>Follow a route on a map with some accuracy, e.g. plan a journey within the UK, using a road map.</li> <li>Locate places using a range of maps including OS &amp; digital.</li> <li>Begin to match boundaries (e.g. find same boundary of a country on different scale maps).</li> <li>Use 4 points of a compass, and letter/number co-ordinates to identify features on a map. Begin to use 4 figure grid references.</li> <li>Compare maps with aerial photographs.</li> </ul> <p><u>Map Knowledge:</u></p> <ul style="list-style-type: none"> <li>Locate the UK on a variety of different scale maps.</li> <li>Learn about the lines of latitude and longitude.</li> <li>Can locate the Equator and Greenwich-Meridian.</li> <li>Locate Europe on a large scale map or globe.</li> <li>Name and locate countries in Europe (including Russia) and their capitals cities.</li> </ul> <p><u>Making Maps:</u></p> <ul style="list-style-type: none"> <li>Try to make a map of a short route experiences, with features in order.</li> <li>Create a simple scale drawing.</li> <li>Use standard symbols, and understand the importance of a key.</li> </ul>	<p><b>Fieldwork Skills:</b></p> <p><u>Gather Information:</u></p> <ul style="list-style-type: none"> <li>Ask geographical questions.</li> <li>Use a simple database to present findings from fieldwork.</li> <li>Record findings from fieldtrips.</li> </ul> <p><u>Sketching:</u></p> <ul style="list-style-type: none"> <li>Draw an annotated sketch from observation including descriptive / explanatory labels.</li> <li>Begin to indicate direction on sketch maps.</li> </ul> <p><u>Audio/Visual:</u></p> <ul style="list-style-type: none"> <li>Select views to photograph.</li> <li>Add titles and labels giving date and location information.</li> <li>Consider how photos provide useful evidence and use a camera independently.</li> </ul>

## Geography: Key Stage 2

### Map skills and Fieldwork skills

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

Class 4

**Map Skills:**

**Using Maps:**

- Compare maps with aerial photographs.
- Follow a route on a large scale map.
- Locate places on a range of maps (variety of scales).
- Identify features on an aerial photograph, digital or computer map.
- Select a map for a specific purpose.
- Begin to use atlases to find out other information (e.g. temperature).
- Know and name the 8 compass points and use four figure grid references to identify features on a map. Begin to use 6 figure grid references.

**Map Knowledge:**

- Begin to name & locate some of the counties and cities of the UK.
- Use maps and globes to locate the Equator and the Tropics of Capricorn and Cancer.
- Name and locate countries in South America and their capitals cities.

**Making Maps:**

- Recognise and use OS map symbols, including completion of a key and understanding why it is important.
- Draw a sketch map using symbols and a key.
- Begin to learn some atlas symbols.

**Fieldwork Skills:**

**Gather Information:**

- Ask geographical questions.
- Use a database to present findings.
- Record findings from fieldtrips.
- Use graphs to present data collected.

**Sketching:**

- Draw an annotated sketch from observation including descriptive / explanatory labels and indicate direction.

**Audio/Visual:**

- Make a judgement about the best angle or viewpoint when taking an image independently.
- Add titles and labels giving date and location information.
- Locate position of a photo on a map.

## Geography: Key Stage 2

### Map skills and Fieldwork skills

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

Class 5

**Map Skills:**

**Using Maps:**

- Follow a short route on an OS map.
- Compare maps with aerial photographs.
- Describe the features shown on an OS map.
- Use atlases to find out data about other places.
- Use 8 compass points and 6 figure grid references accurately.

**Map Knowledge:**

- Locate the world's countries on a variety of maps, including the areas studied throughout the Key Stages.

**Making Maps:**

- Draw plans of increasing complexity.
- Use and recognise most of the OS map symbols.
- Continue to learn and use atlas symbols.

**Fieldwork Skills:**

**Gather Information:**

- Select appropriate methods for data collection such as interviews.
- Use a database to interrogate/amend information collected.
- Use graphs and other methods to display data collected.
- Evaluate the quality of evidence collected and suggest improvements.

**Sketching:**

- Evaluate their sketch against set criteria and improve it
- Use sketches as evidence in an investigation.
- Annotate sketches to describe and explain geographical processes and patterns.

**Audio/Visual:**

- Make a judgement about the best angle or viewpoint when taking an image or completing a sketch.
- Use photographic evidence in their investigations.
- Evaluate the usefulness of the images.

## Subject Implementation

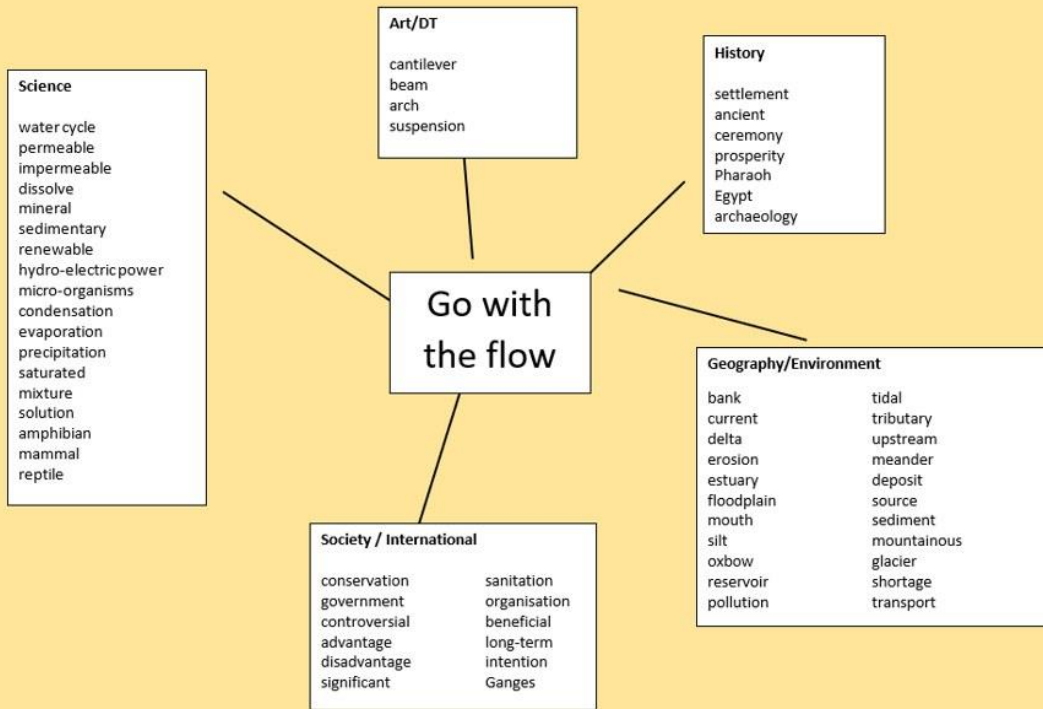


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*Planning*

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*Teachers are responsible for planning the teaching of their units and put weekly We Are Learning To (WALTs) onto their weekly plans:*

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	9.00	9.15	9.30	9.45	10.00	10.15	10.30	11.00	11.15	11.30	11.45	12.00	1.30	1.45	2.00	2.15	2.30	3.00	3.15
Mon	<b>Assembly</b>	SUBJECT						SUBJECT						SUBJECT WALT:					
Tues		SUBJECT						SUBJECT						SUBJECT WALT:			SUBJECT WALT:		
Wed		SUBJECT						SUBJECT						SUBJECT WALT:			SUBJECT WALT:		
Thur		SUBJECT						SUBJECT						SUBJECT WALT:			SUBJECT WALT:		
Fri		SUBJECT						SUBJECT						SUBJECT WALT:			SUBJECT WALT:		

Planning in the EYFS can be found [here](#).

Building knowledge and connecting skills

Geog your memory (building knowledge/skills connection)							
Class	Topic	Key Theme/s	Related themes				
1	Celebrations	Seasons	Settlement				
1	Colours	Seasons					
2	I'm Alive	Trade/ economic activity	Seasons	Transport	Weather/ climate	Sustainability/ resources	
2	Buildings	Settlement	Sustainability/ resources				
2	Titanic	Transport	Coasts	Lifestyle/culture			
2	Our World	Biomes	Weather/ climate	Seasons	Mountains	Lifestyles/ cultures	
2	Hooray! Let's Go On Holiday	Tourism	Coasts	Weather/climate	Seasons	Transport	
2	Who am I? (Enmore)	Settlement	Land use	Lifestyle/ culture	Trade	Transport	Sustainability/ resources
2	The Stories People Tell	Lifestyle/ culture	Trade	Biomes			
2	The Great Fire of London	Land use	Settlement	Transport	Rivers	Trade/ economic activity	Weather/ climate
2	Flowers and Insects	Seasons	Weather/ climate	Biomes	Land use		

2	All Dressed Up	Trade/ economic activity	Sustainability/ resources	Transport	Lifestyle/ culture		
3	Chocolate	Trade/ economic activity	Climate/ weather	Transport	Sustainability/ resources	Lifestyle/ culture	Land use
3	Different Places, Similar Lives (WW2)	Lifestyle/ culture	Settlement	Transport	Land use		
3	Treasure	Land use	Rivers	Mountains	Trade/ economic activity	Settlement	Lifestyle/ culture
3	Do you Live Around Here? (Enmore)	Settlement	Land use	Trade/ economic activity	Transport	Tourism	
3	Explorers and Adventurers	Trade/ economic activity	Settlement	Coasts	Sustainability/ resources		
3	Footprints from the Past	Lifestyle/ culture	Settlement	Trade/ economic activity	Land use	Sustainability/ resources	
3	What's on the Menu?	Resources/ sustainability	Transport	Land use	Seasons	Weather/climate	
3	Gateways to the World	Tourism	Settlement	Land use	Weather/climate	Coasts	Lifestyle/ culture
3	Inventions that Changed the World	Transport	Tourism	Lifestyle/ culture			
4	Weather and Climate	Weather/climate	Natural disasters	Water cycle	Seasons		
4	Building a Village	Settlement	Land use	Transport	Resources/ sustainability		
4	The Holiday Show	Tourism	Lifestyle/culture	Land use	Weather	Seasons	
4	What a Wonderful World	Natural disasters	Mountains	Settlements	Tourism	Rivers	Biomes
4	Going Global	Economic activity/ trade	Tourism	Land use	Sustainability/ resources	Transport	
4	Rainforests	Biome	Sustainability/ resources	Economic activity/ trade	Lifestyle/culture	Weather/climate	
5	Go with the Flow	Rivers/Water Cycle	Settlement	Land use	Transport	Natural disasters	Sustainability/ resources
5	Making the News	Natural disasters					
5	Champions for Change	Sustainability/ resources					
5	Making Things Go	Sustainability/ resources	Economic activity/ trade	Lifestyle/ culture	Transport		
5	Myths and Legends	Trade/ economic activity					
5	Fascinating Forces	Sustainability/ resources	Rivers	Settlement			
5	The Time Tunnel (Enmore)	Settlement	Land use	Economic activity/ trade	Transport	Sustainability/ resources	
5	Existing Extinct Endangered	Biomes	Weather/climate	Mountains			
5	They See The World Like This	Lifestyle/ culture					
5	Isle of Wight	Coasts	Tourism	Settlement	Land use	Weather/climate	Transport

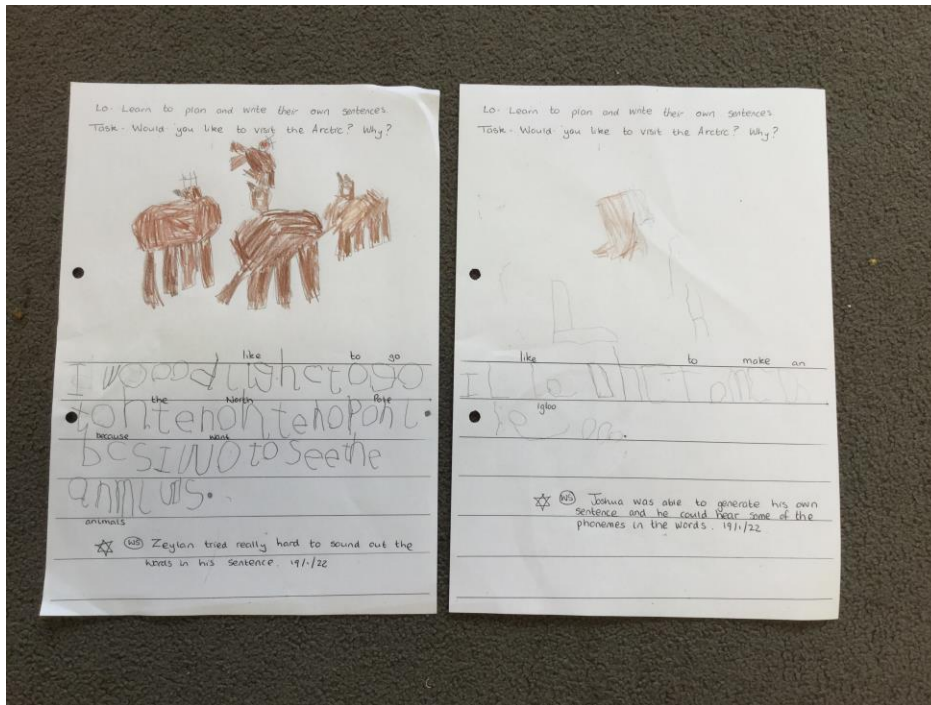
## Examples of Work



### Class 1

#### Place Knowledge

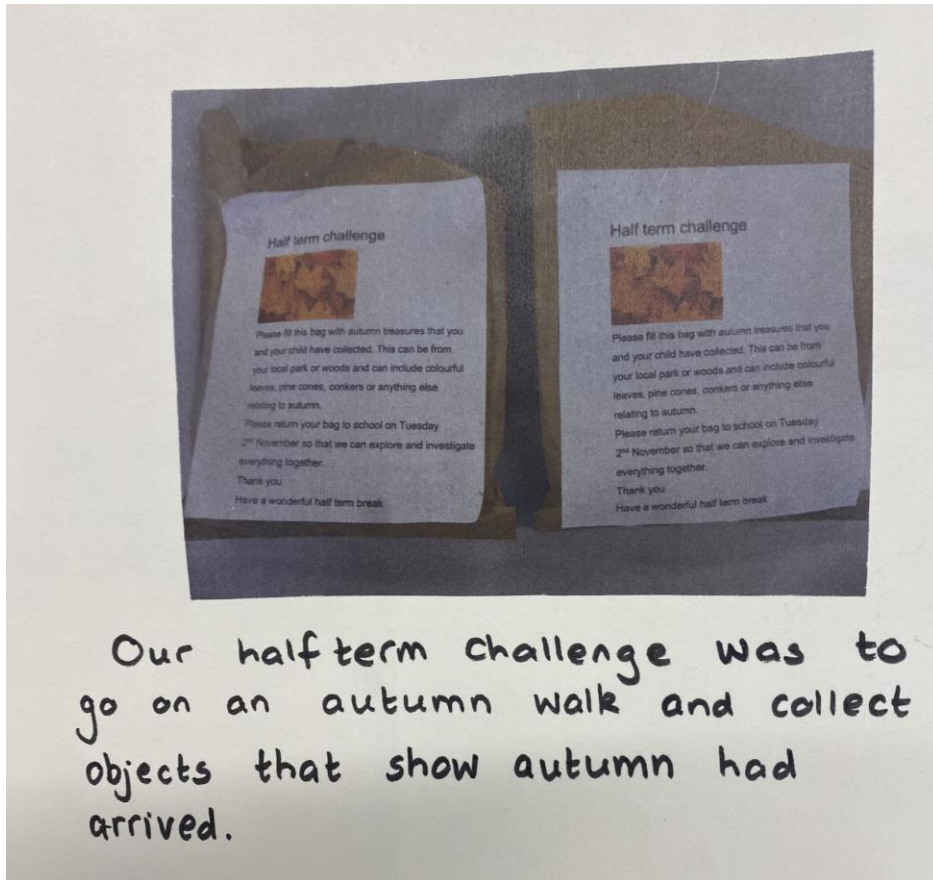
Children learnt about what life is like in the Arctic and Antarctic. They watched videos, played with pretend snow and animals that live at the poles and wrote about whether they would like to visit that environment and why. They did this as part of their comparison to their locality.



Learning about a non-European locality during African Arts Week.



Human and Physical Geography  
Learning about seasonal patterns in the UK.



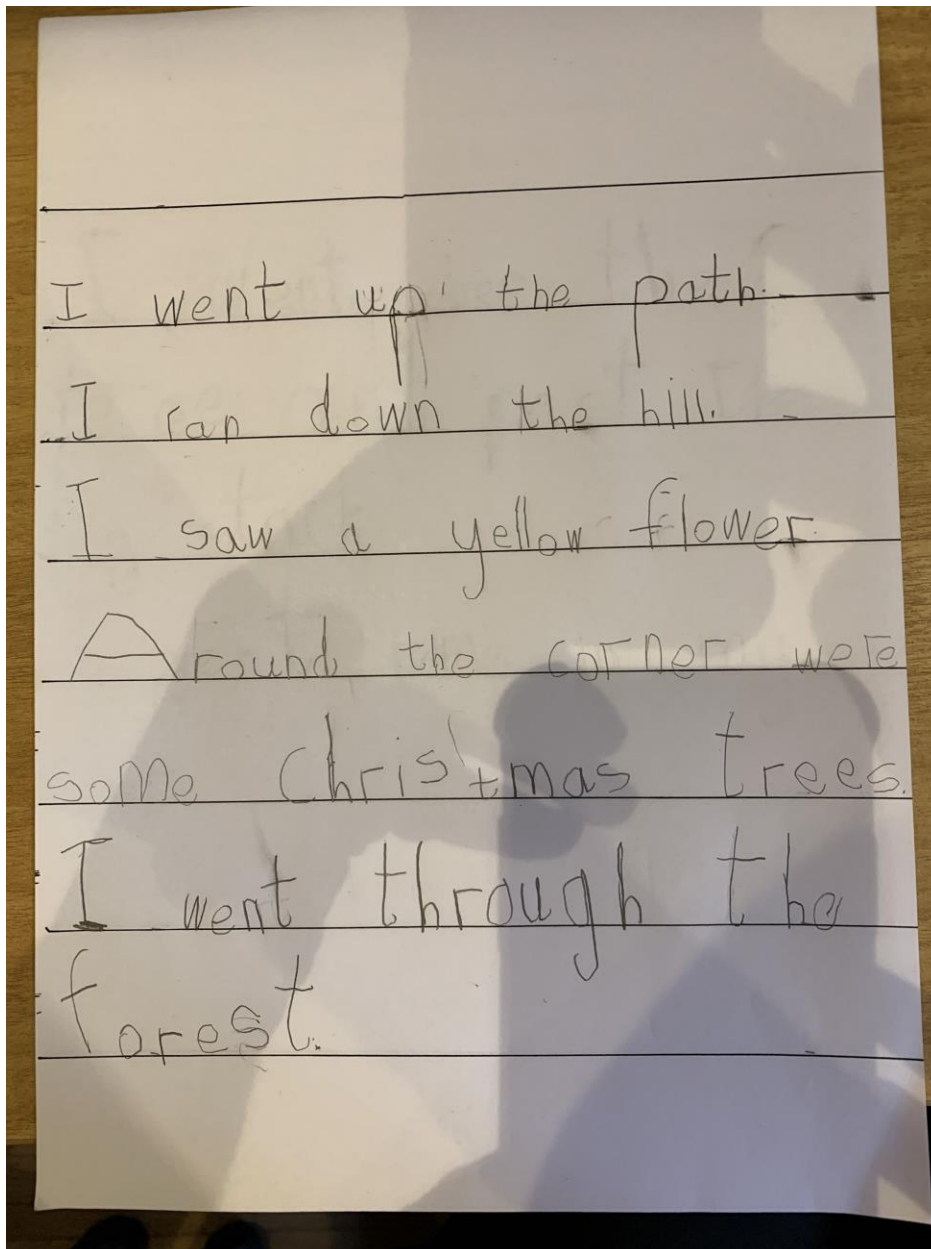
Children looked at the weather each day and graphed it using the main weather symbols.



## Map Skills

After going on a journey walk, the children wrote about it using directional and positional language.

**Using maps.**



Thursday 28<sup>th</sup> January

I got in the car  
Nnee drove to the  
wood. The dog ran fast  
Then we went here  
Past my school.

Examples of maps drawn by children using symbols and pictures to represent places or features. These include maps of imaginary places. **Making maps**

Class 1

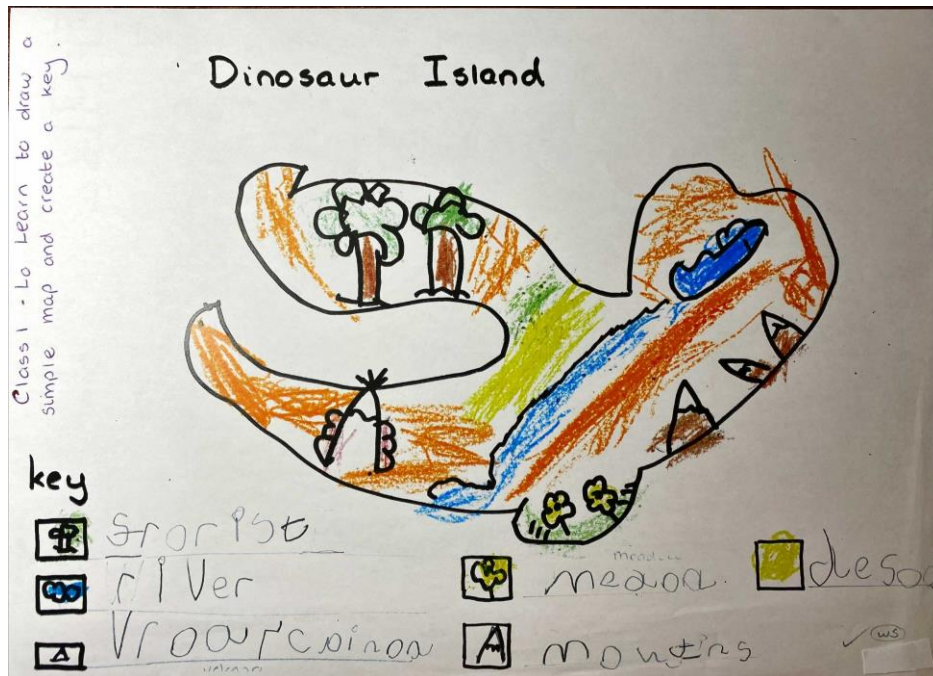
Guided reading task.

Lo - Learn to create and discuss their own treasure map.

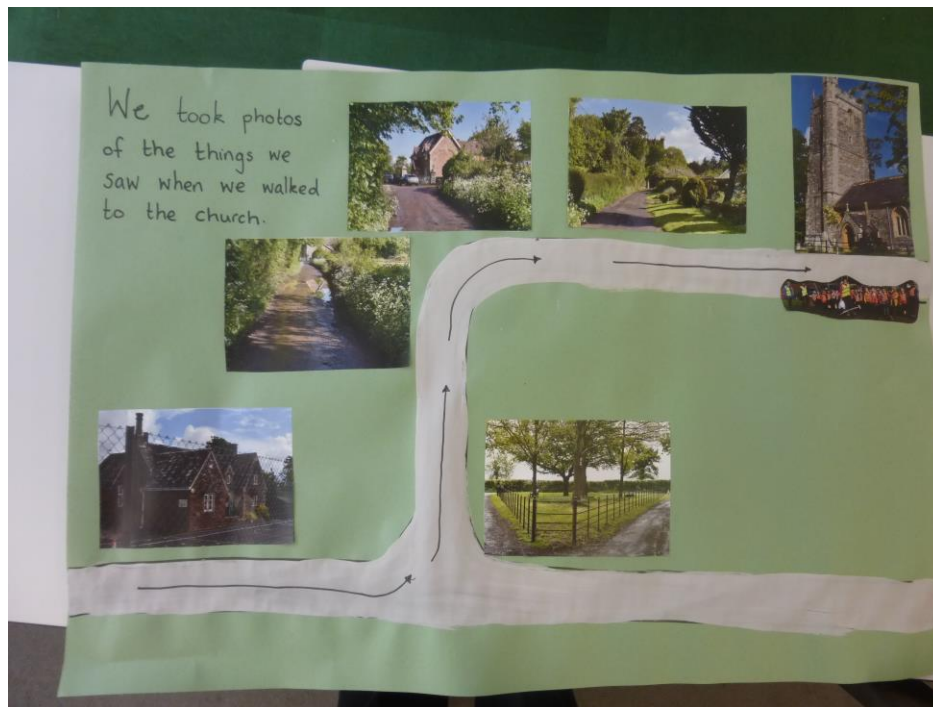


Task

Children read the book x Marks the spot. They were encouraged to draw their own map, creating their own map symbols. They described their map and talked about the location of the treasure.

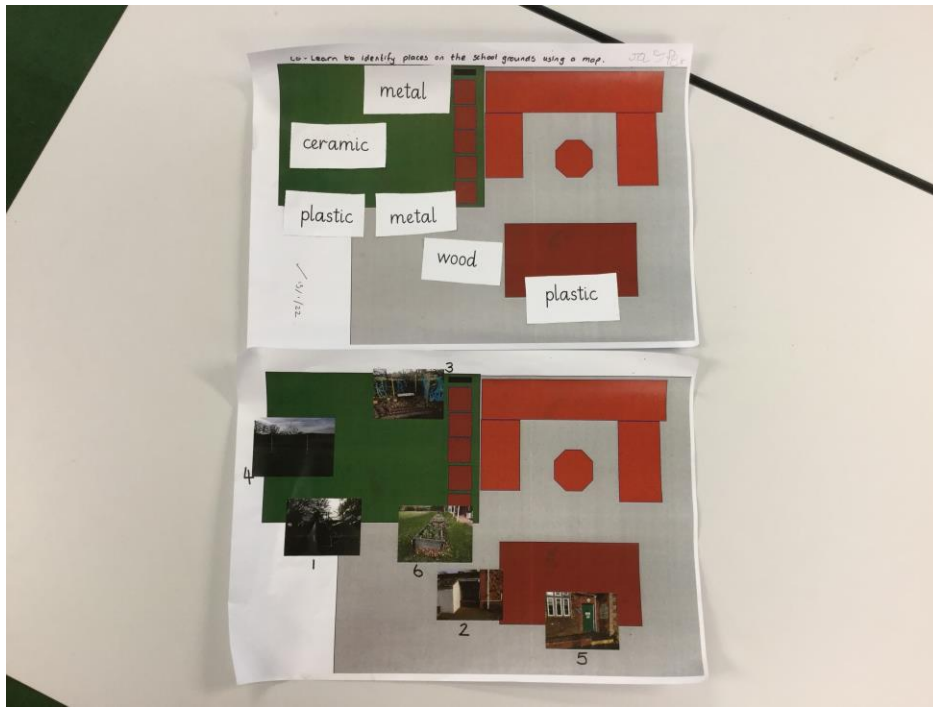


A collaborative map using photographs to identify features. **Making maps.**



### Fieldwork Skills



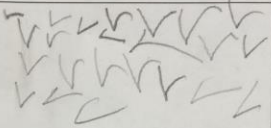



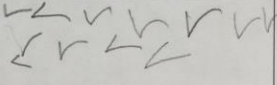



Identifying places on the school grounds and locating them. Year 1 used simple maps to do this and Reception used photographs. Once they located the place, they had to identify what material an object was made from.



Using observational skills to collect traffic data from the village. The children recorded their findings in a chart.

### Traffic count

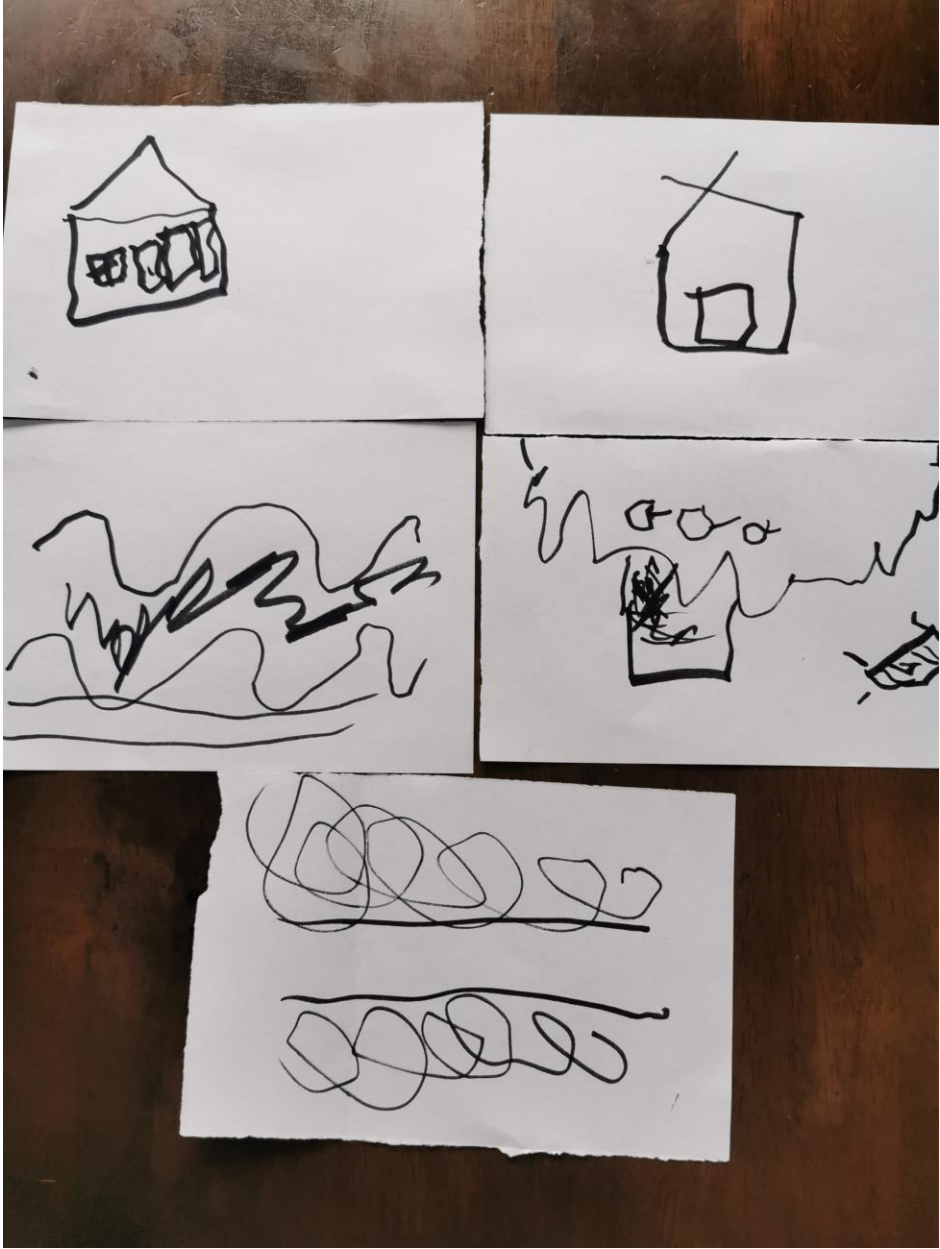
LO-Learn to count the traffic passing our school during a period of 10 minutes. Learn to read and discuss their findings.

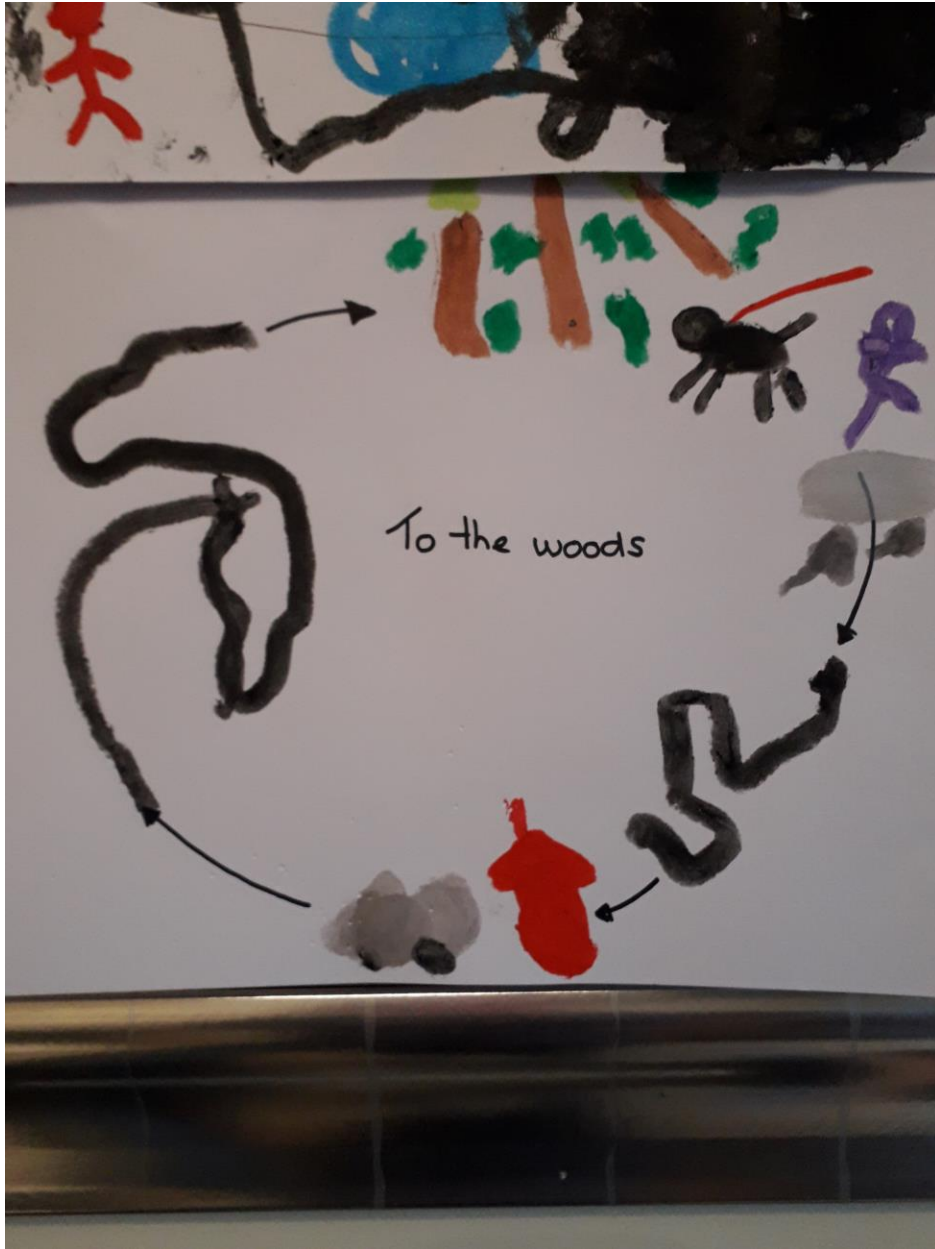
Vehicle	Number	Total
		
		22
		
		
		11
		
		
		

Class 1 have been learning to record and describe a journey around the school. They used observational skills to take photos of features around school and collected items along their route. They took photos using ipads to record what they had seen. Then they talked about their autumn observations to an adult and stuck down the objects and photos to record their journey.



After reading Rosie's Walk, the children went on their own journey walk in their local environments. They then drew features from their route or created basic maps of it.

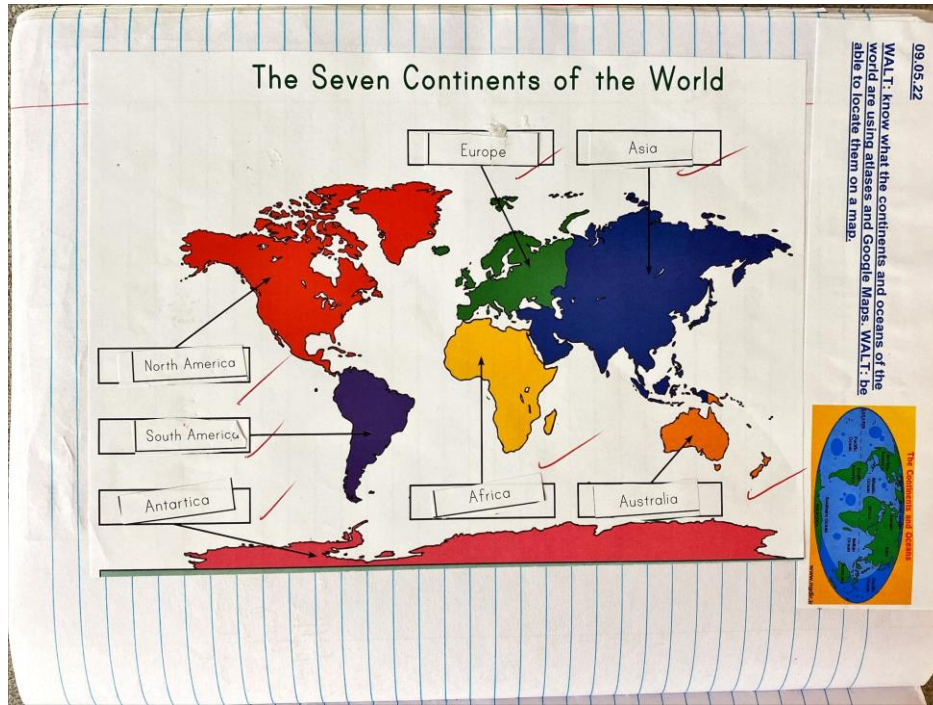




Class 2

Locational Knowledge

Class 2 learning the names of and locating the continents and oceans.



## Place Knowledge

Learning about the main differences between the UK and a non-European locality.



26.01.22

Geography

WALT: explore the climate and weather of Kenya

51

Name: Take webber Date: 26.01.22



**What would you take on holiday to Kenya?**

Choose some items from the Picture Cards, then write them in the correct column and explain your choices.

I would take this to Kenya	I wouldn't take this to Kenya
Item name: <u>sunscreen</u> I would take this because: <u>you can take pictures of animals</u>	Item name: <u>socks</u> I wouldn't take this because: <u>you will get hot because it is long.</u>
Item name: <u>sun hat</u> I would take this because: <u>sun hats make you not see the sun.</u>	Item name: <u>woolly hat</u> I wouldn't take this because: <u>you will get hot.</u>
Item name: <u>T-shirt</u> I would take this because: <u>T-shirt's not hot.</u>	Item name: <u>winter coat</u> I wouldn't take this because: <u>you can't get hot.</u>
Item name: <u>shorts</u> I would take this because: <u>you would not get hot.</u>	Item name: <u>duffel bag</u> I wouldn't take this because: <u>you can't fit it in your bag.</u>
Item name: <u>sun screen</u> I would take this because: <u>you can't get hot.</u>	Item name: <u>pot coat</u> I wouldn't take this because: <u>it will be heavy.</u>
Item name: <u>passport</u> I would take this because: <u>you can go to Kenya.</u>	Item name: <u>bed</u> I wouldn't take this because: <u>you can't fit it in the bag.</u>

Learning Objective Achieved

Learning about similarities and differences between the UK and other localities. The children tasted different fruits from around the world.

13.10.22 - Geography

WALT: know about some similarities and differences between the UK and different localities.



GW

Fruit from another country (locality):



Name Sharon Fruit

Locality (Where was it grown?) Spain



Name Mango

Locality (Where was it grown?) Chile



Name Papaya

Locality (Where was it grown?) Brazil



Name Passion Fruit

Locality (Where was it grown?) Colombia

Super group work research



Name avocado

Locality (Where was it grown?) Peru



Name Physalis

Locality (Where was it grown?) Colombia



Name Dragon Fruit










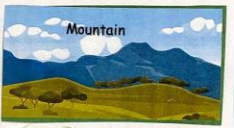

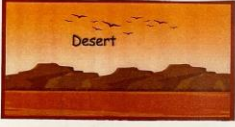







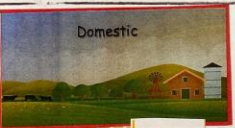










Locality (Where was it grown?) Vietnam

Using their knowledge of other places to decide what to pack for a holiday there.

### Human and Physical Geography

Recognising and using the language of different physical landscapes. **Physical Geography**

**WALT: match living things to their habitats. 2** 07.11.22

<p><b>Ocean</b></p>  <p>Dolphin</p>  <p>Octopus</p>  <p>Manta ray</p>  <p>Crocodile</p> 	<p><b>Forest</b></p>  <p>Iguana</p>  <p>Chipmunk</p>  <p>Gorilla</p> 	<p><b>Mountain</b></p>  <p>Snake</p> 
<p><b>Desert</b></p>  <p>Camel</p>  <p>Kangaroo</p>  <p>Lion</p>  <p>Owl</p>  <p>Chameleon</p> 	<p><b>Grassland</b></p>  <p>Giraffe</p> 	
<p><b>Domestic</b></p>  <p>Dog</p>  <p>Cat</p>  <p>Chicken</p> 	<p><b>Polar</b></p>  <p>Polar bear</p>  <p>Emperor penguin</p> 	<p><b>Freshwater</b></p>  <p>Frog</p>  <p>Elephant</p>  <p>Crab</p> 

*Some lovely work. Well done.*

*Correctly placed Animal*

Learning about seasonal weather patterns of the UK. **Physical Geography**

15.02.22

WALT: observe changes across the four seasons and how the sun relates to the seasons.



Some (RW)

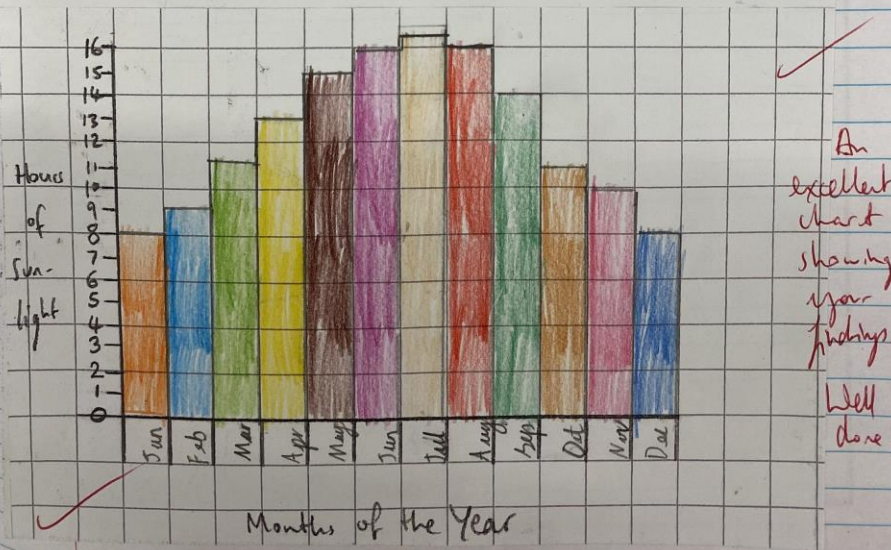
What happens to the number of **hours** of sunlight during the summer months? (June, July, August)

They increase / we get more hours of sunlight.

What happens to the number of **hours** of sunlight during the winter months? (December, January, February)

They decrease / we get less hours of sunlight.

Complete the bar chart below to show how many average hours of sunlight the UK gets each month:



Learning about famous buildings from around the world. **Human Geography**

Learning about how settlements and buildings have changed over time. **Human Geography**

02.11.21

WALT: ask and answer questions about the past. How homes have changed in our locality (England).



A Very Long Time Ago

HOW DO WE KNOW?

Because it is made  
out of mud and  
clay and grass.

Some Time Ago

Because it is made  
out of wood and  
straw.

Now

Because it is  
made out  
of metal and  
glass.

Excellent observations!

## Map Skills

Using digital mapping to answer questions using the language North, East, South and West. **Using Maps**

25.04.22

WALT: use Google Earth and Digimaps together to answer some questions about our country in relation to the world.



WALT: use the terms North, South, East and West.

What country is to the west of us?

Ireland

Which ocean is nearest to us? Is there more than one?

North Atlantic Ocean

What continent does our country belong in?

Europe

Which continent is to the south of us?

Africa

Where are we in relation to the Equator?

We are North of the equator

What is the weather like in our country? Is it the same as the weather in countries nearer to the Equator?

We have a lot of cold and wet days. Some days are warm and hot.

Using an atlas to locate and map different countries. **Using Maps**

27.06.22

WALT: locate different countries on a map using an atlas.  
Where has Buttons the Bear visited?



Super atlas work!






After tasting different fruits, Class 2 mapped the countries they came from using digital mapping. **Using Maps**

12.10.22 **Geography** WAL: about fruit from around the world, similarities and differences to our fruit in the UK. WALT: use maps (iPads) to locate them.

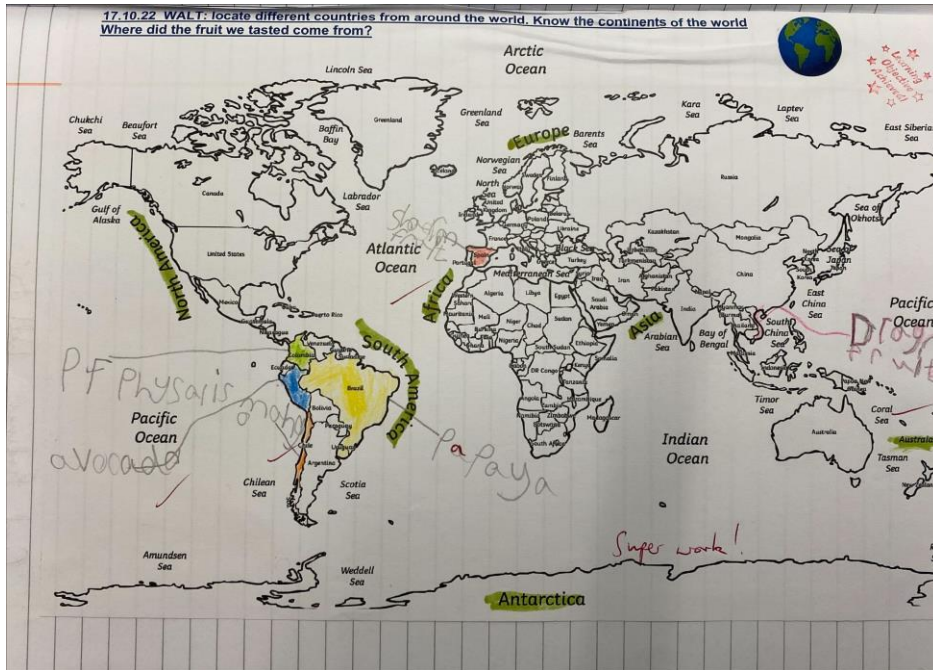


Learning  
Objective  
Achieved

Research sheet:

Fruit / Veg	Looks like...	Country
Jackfruit		India ✓
Dragon fruit		Thailand / Vietnam ✓
Durian fruit		Indonesia ✓
Star fruit		Sri Lanka ✓
Rambutan fruit		Indonesia ✓

Great research using the internet!



Using digimaps to locate Africa and its countries. **Map Knowledge**

Locating the United Kingdom on a map and learning the names of places that are relevant to them. **Map Knowledge**

28.09.20

WALT: Be able to use maps at a variety of scales to locate the position and simple geographical features of my home country.



My school is in the village of

Enmore

The nearest town is

Bridgwater

It is the county of

Somerset

The country you find it in is called

United Kingdom

The continent is called

Europe

Can you colour in where the United Kingdom is?



Super research!

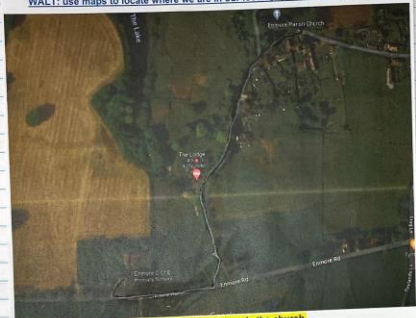
Drawing aerial maps after fieldwork. **Making Maps**

## Fieldwork Skills

Identifying human and physical features during fieldwork around Enmore.

17.05.22

WALT: use maps to locate where we are in our locality. (IPC Geog. Task 3)





Let's follow the map towards the church.

What human features can you see?  
*hedge and school and gate and path and house, path and milk box and the edge and road and grey stone and church*

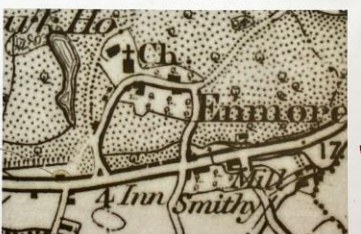
What natural physical features can you see?  
*hedge and trees and fields and grass and water, soil, bushes and flowers and hedges and hedges and dirt, bog*

17.05.22 continued

We took photos on our field study work using iPads. We then as a class sorted them into human features and natural / physical features. Below are a selection.

Human Features	Natural / Physical features
	

We then compared a map of Enmore from now (Google maps), to a map of Enmore from 1890. We located the school on this map as well.




Excellent field work. Super map reading. You've also sorted the features very well indeed!

Developing their sense of place through fieldwork. The children completed environmental quality surveys to compare an unfamiliar location with a familiar location.

09.11.22 and 14.11.22 - Geography / Field Work

WALT: consider how is Glastonbury Abbey different to Enmore School.



Where is this place? *Glastonbury*

Dirty ← (sad face) — (neutral face) — (happy face) → Clean

Ugly ← (sad face) — (neutral face) — (happy face) → Beautiful

Noisy ← (sad face) — (neutral face) — (happy face) → Quiet

What can you do here?  
*Walk a dog or a puppy here or dabble*

I like (happy face) *the drawing up*

I don't like (sad face) *doing exploring*

Where is this place? *Enmore School*

Dirty ← (sad face) — (neutral face) — (happy face) → Clean

Ugly ← (sad face) — (neutral face) — (happy face) → Beautiful

Noisy ← (sad face) — (neutral face) — (happy face) → Quiet

What can you do here?  
*We can play on the field to play on*




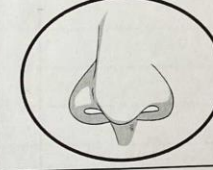

I like (happy face) *class twd*

I don't like (sad face) *the patio at this school*

Super field work!

Children carried out a sensory field study of the school.

# My 5 Senses Field Walk 02.3.21

<p>I can see</p> 	<p>Dabsids Rosmrey the bark peeling off the silver birch tree a bush</p>
<p>I can hear</p> 	<p>cars, cranes, the boiler, children playing and learning phonics sounds.</p>
<p>I can feel</p> 	<p>grass, trees, willow, dune, the bench, the patio, leaves</p>
<p>I can smell</p> 	<p>cut grass, Rosmrey, cut wood - yellow flowers, the boiler, the spirit bin.</p>
<p>I can taste</p> 	<p>slami, my wrap, skips, my yhourgent, pomigrant seeds, raisins</p>

Looking at how people effect their local environment. Fieldwork around the school grounds.

CW

07.02.22

**WALT: know that people can hurt or harm the local environment. (IPC Geography Lesson 1)**



We are going around our school environment to spot all the different light sources. We are discussing why we need them.

We discussed the following: What areas of the school/local area had the most/least lighting?

**Did the type of lighting change depending on what the area was used for?  
What would these places look like at night?  
Are there areas that might benefit from having more lighting?**

In the classroom	strip light, the board, fire exit, computer screen
Outside the classroom	security light security
In the hall	12 strip light, 2 spot light, projector ✓
On the playground	sunlight and security lights. ✓
In the car park	none ✓

lovely thoughts and discussion

Which area I think are the best lit:

hall ✓

Which area I think needs more light:

the car park ✓

Class 3

Locational Knowledge

The children used atlases to locate countries in Europe.



Locating countries within Europe in History.

W.A.I. Understand the key events in World War Two

In 1933 Adolf Hitler was appointed Chancellor of Germany (this is like being the Prime Minister or President). Hitler was the leader of the Nazi party. The Nazis believed Germany should take back the land they lost in the First World War. Hitler told people he would do this and make sure all German people would have jobs and a better life. He became very powerful.

In 1936 Germany took the Rhineland which they had lost in World War One.

Shide in Germany

Germany signed a pact with Italy and Japan saying that they would support each other if there was a war. These countries became known as the Axis powers.

Shide in Italy and Japan.

In 1939 Czechoslovakia was taken by Germany.

Shide in the Czech Republic and Slovakia.

Hitler then invaded Poland.

Shide in Poland.

Britain had made a promise to Poland that they would support them if they were invaded, so Britain threatened Germany with war if they did not leave Poland. They didn't leave, so war was declared. France, Australia, India, New Zealand, South Africa and Canada also declared war on the same side as Britain. These countries were known as the Allies or Allied Forces.

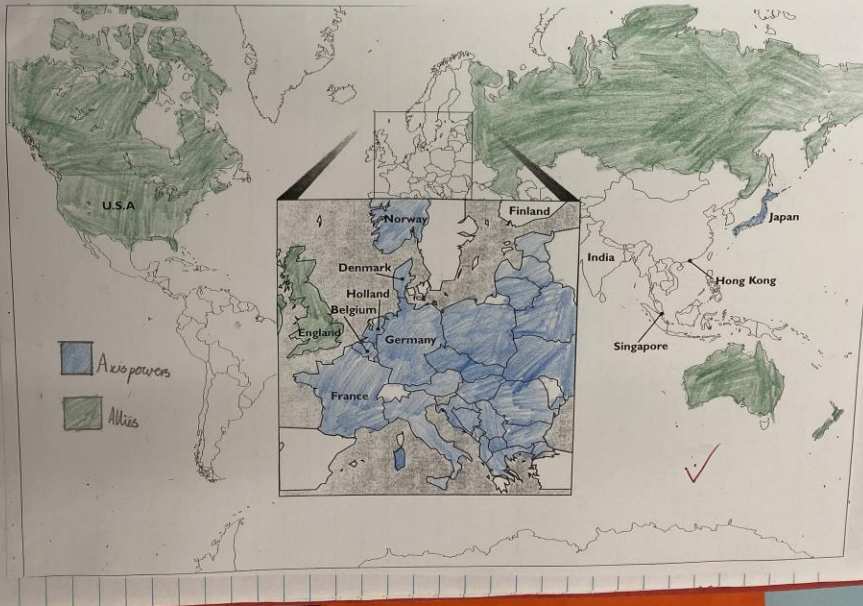
In 1940 Germany invaded Denmark, Bulgaria, Hungary, Norway, Holland, Belgium and Luxembourg. They then invaded France.

Shide in these countries.

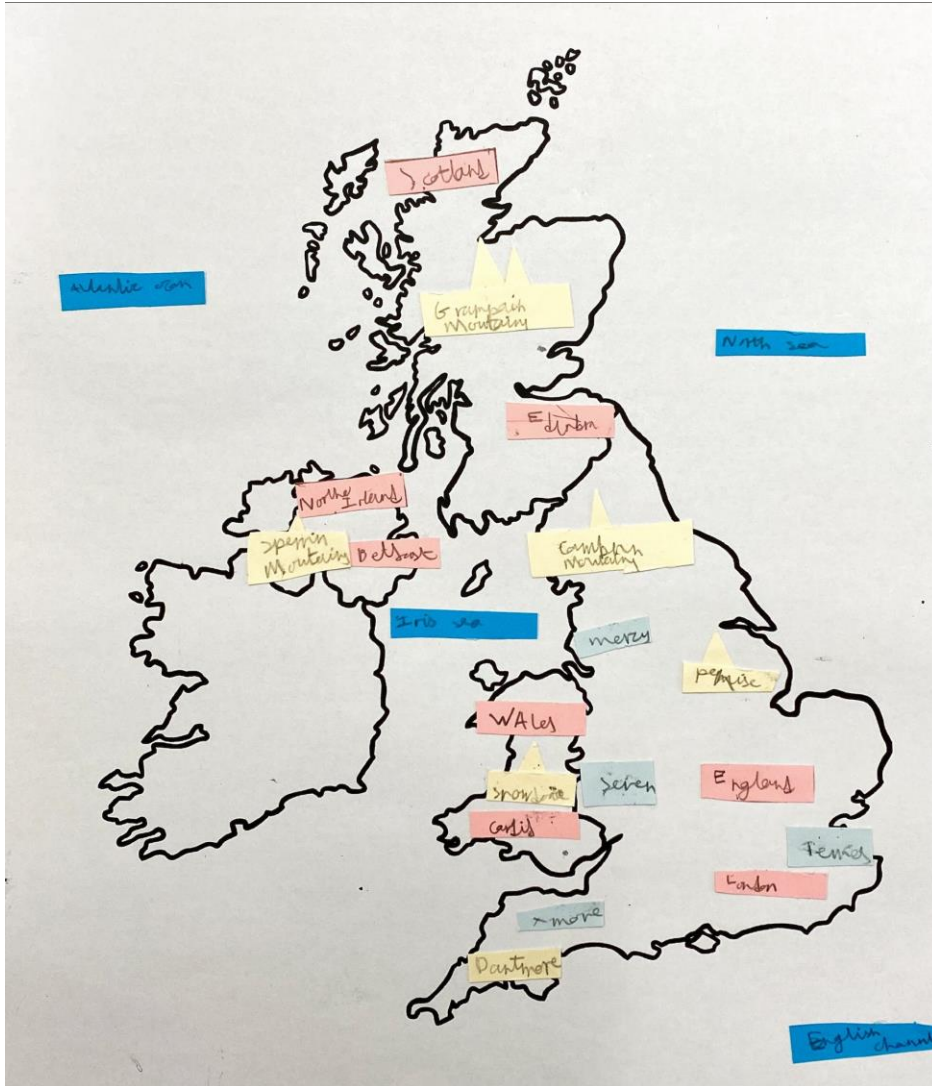
They then invaded Latvia, Lithuania, Estonia, Belarus and Ukraine.

Shide in these countries.

British troops had to be withdrawn from Dunkirk in France as they were in so much danger. Also in 1940 The Blitz began. This was the bombing of cities in Britain in air raids.

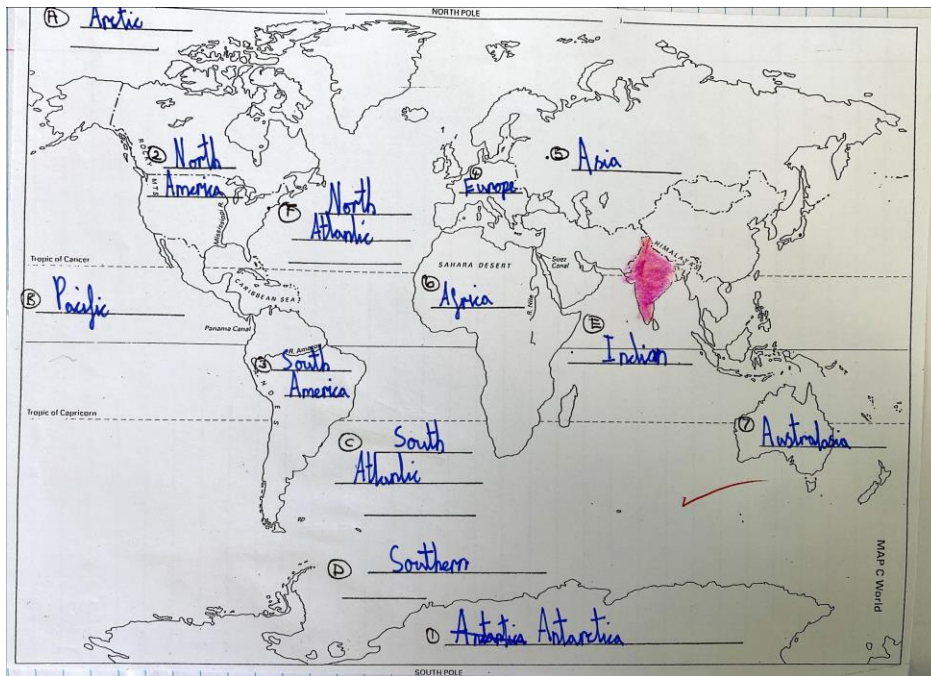


Class 3 used maps to locate cities from around the United Kingdom. They also mapped rivers and mountains.



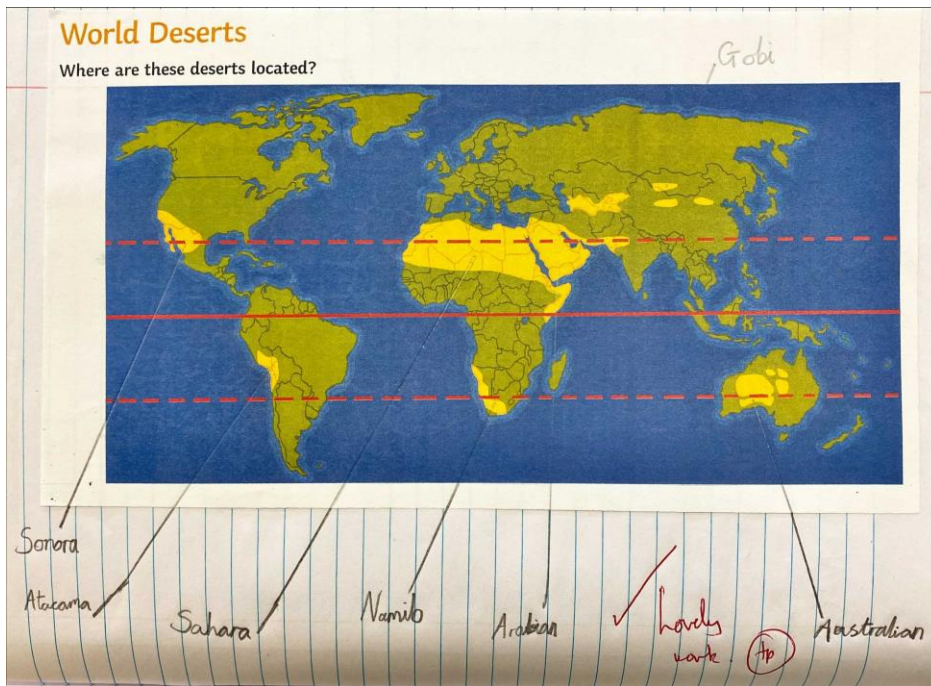
They begin to learn the names of some counties and locate them on a map.

Revising the continents and oceans of the World.

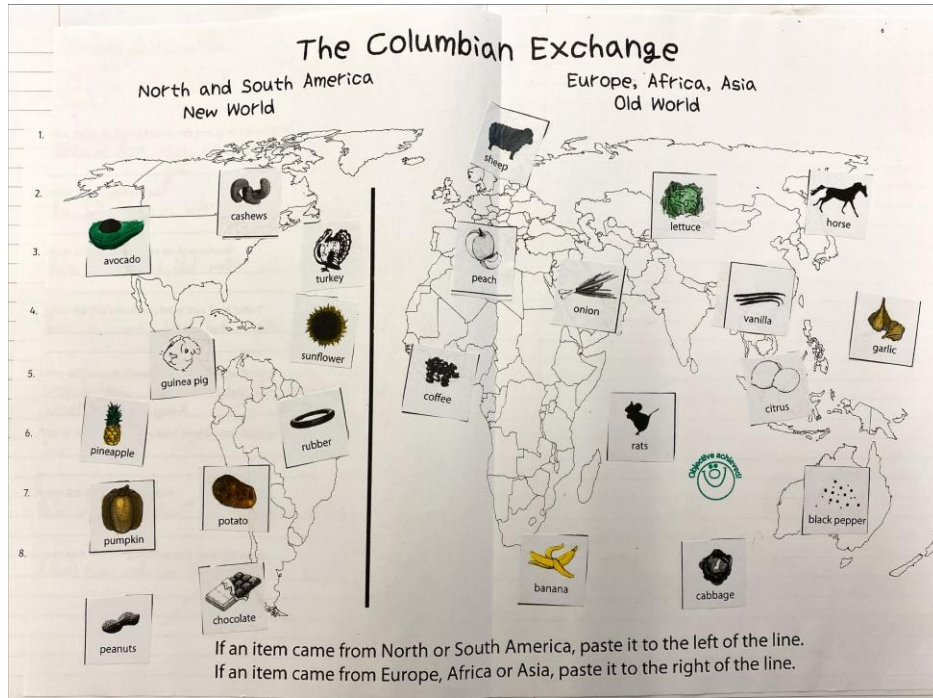


Human and Physical Geography

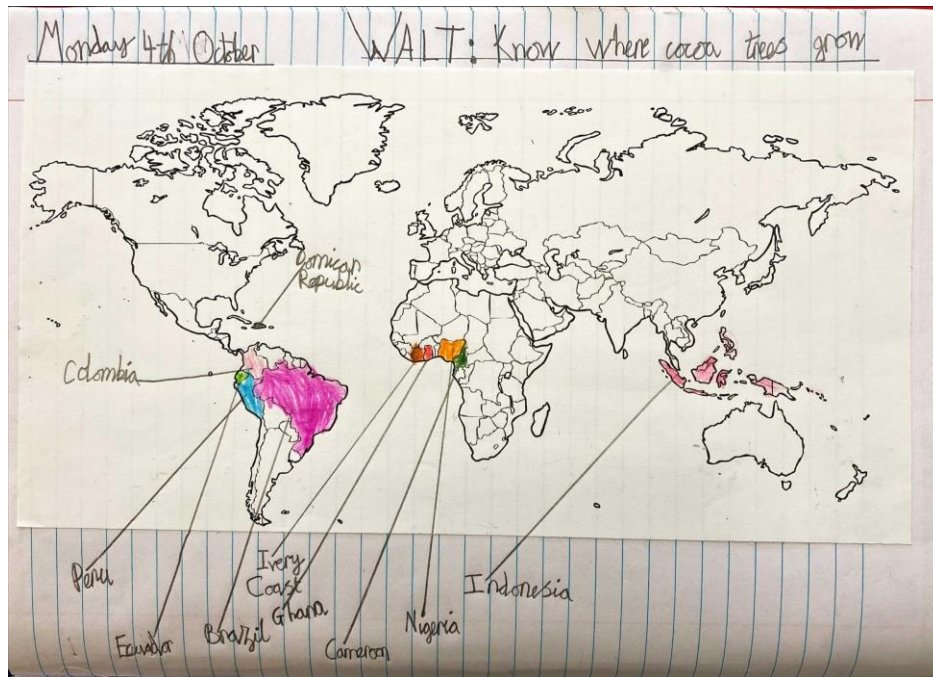
Naming some of the world's deserts. **Human Geography**



When learning about explorers, children learn about trade and where products come from. **Human Geography**



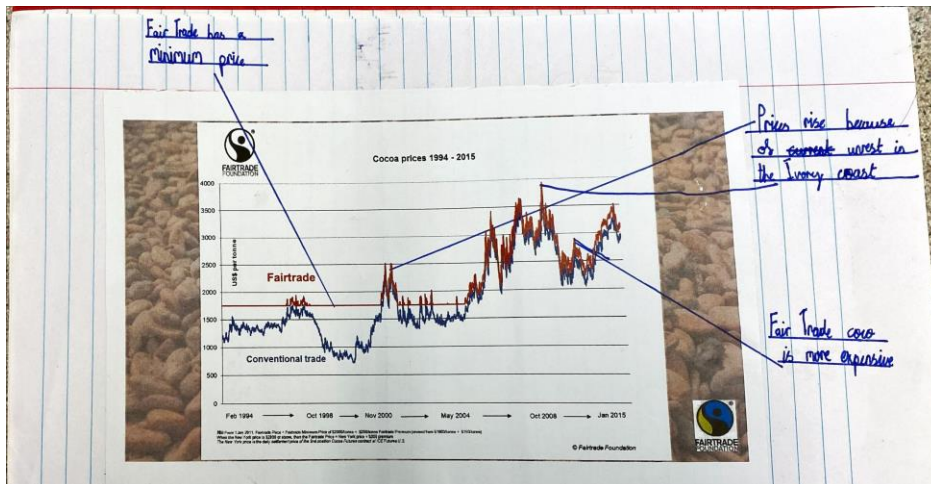
**Learning where cacao trees grow. Human Geography**



**Learning about how Fair Trade can help support farmers in other countries. Human Geography**

Monday 8th November  
WALT: understand how Fair Trade supports farmers in some countries.

Fair Trade is an organisation that makes <sup>sure</sup> the farmers get the right amount of money for growing all these cocoa, bananas and other fair trade things. All the money goes to hospitals, schools and roads.



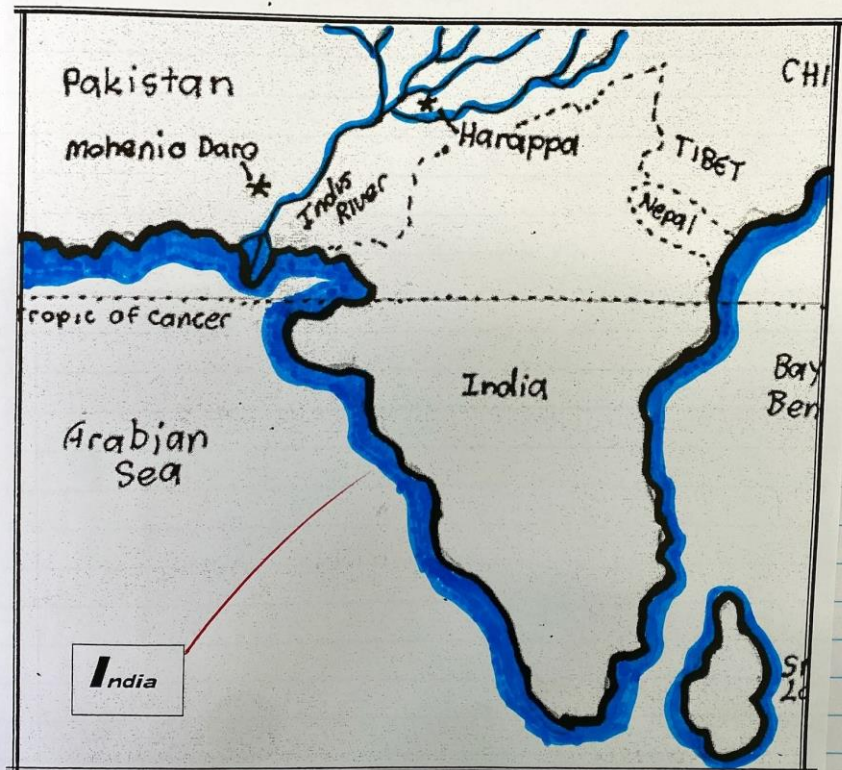
Understanding why settlements develop around rivers. **Human Geography**

Tuesday 24th May

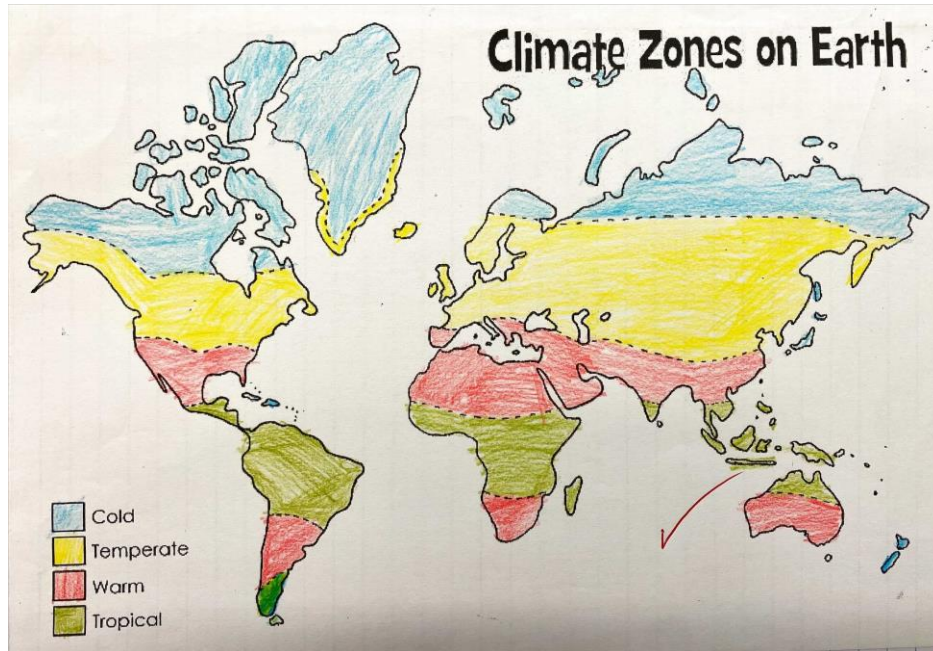
WAL: Why are early civilisations and settlements close to rivers?

- People need to be close to the rivers so that they can drink it.
- Rivers are a good transport to travel in.
- If you have animals you would want them to be healthy and hydrated so you could eat them.
- You can catch fish if you are near a river.
- They used water to cook with sometimes. ✓

Sept (to)



Beginning to identify and understand about climate zones. **Physical Geography**



## Map Skills

Children learn from and use a range of maps, including historical maps. **Using Maps**

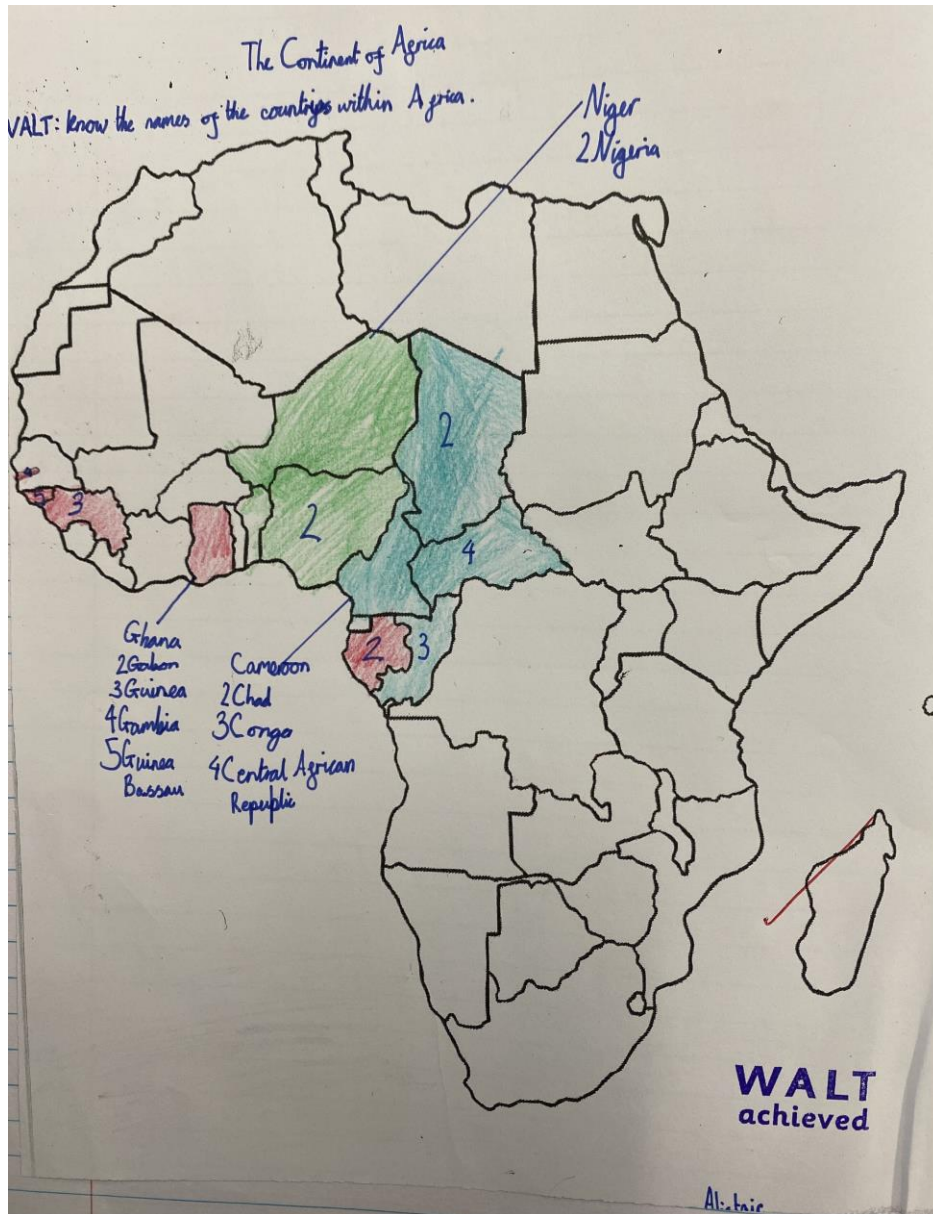
Using OS maps, to locate places and follow a route. **Using Maps**



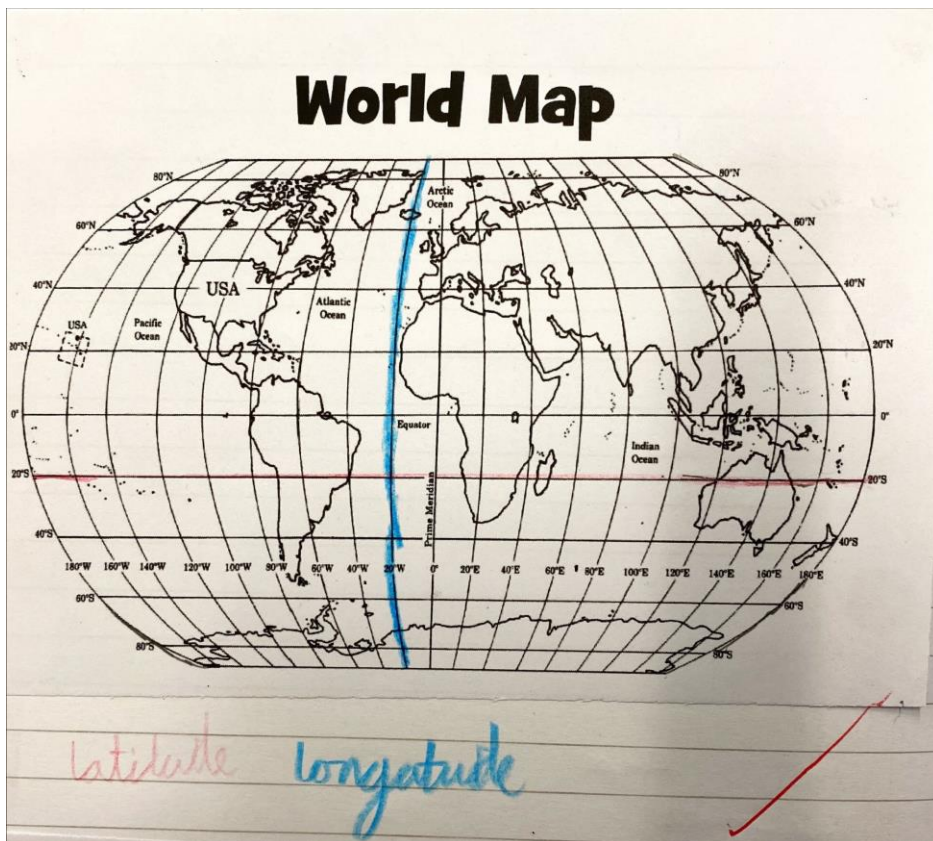
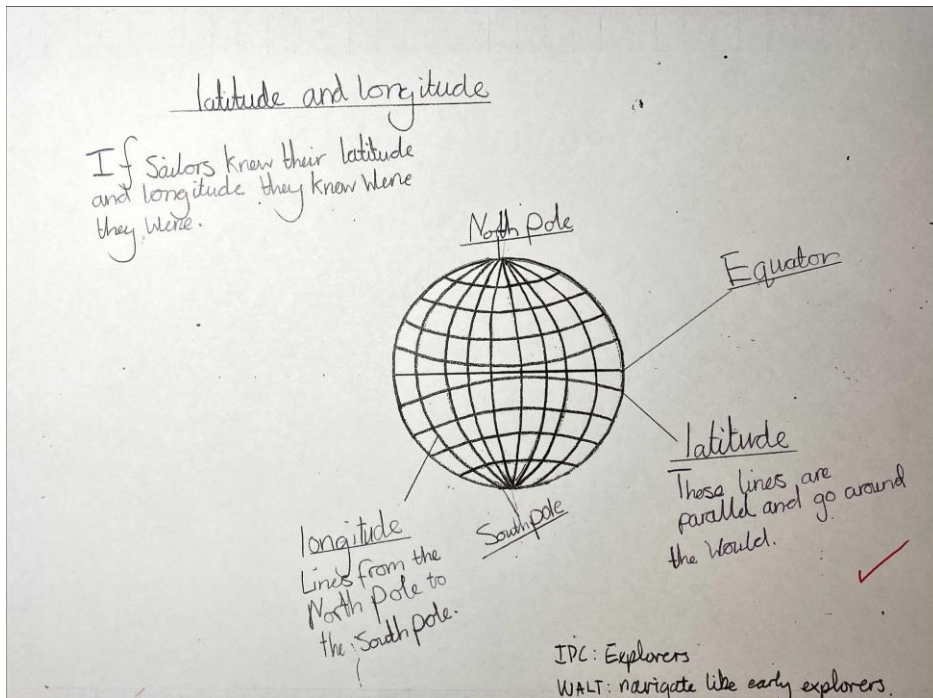
Walking from Asda to Blake Gardens  
Instructions

- From Asda walk to the River Parrot.
- Go South over the bridge.
- When you reach the bridge cross it and continue to
- Blake Gardens are beside the library.

Using an atlas to locate countries in Africa. **Using Maps.**

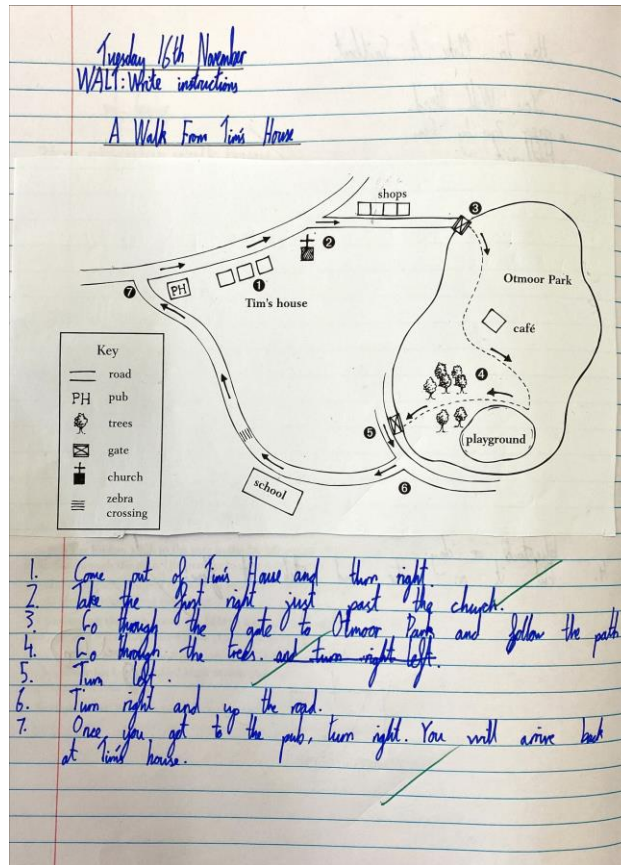


Learning about lines of longitude and latitude and the Equator through the topic of Explorers. **Map Knowledge**



Understanding the relevance and importance of a key when following a route on a map. **Using/making maps**

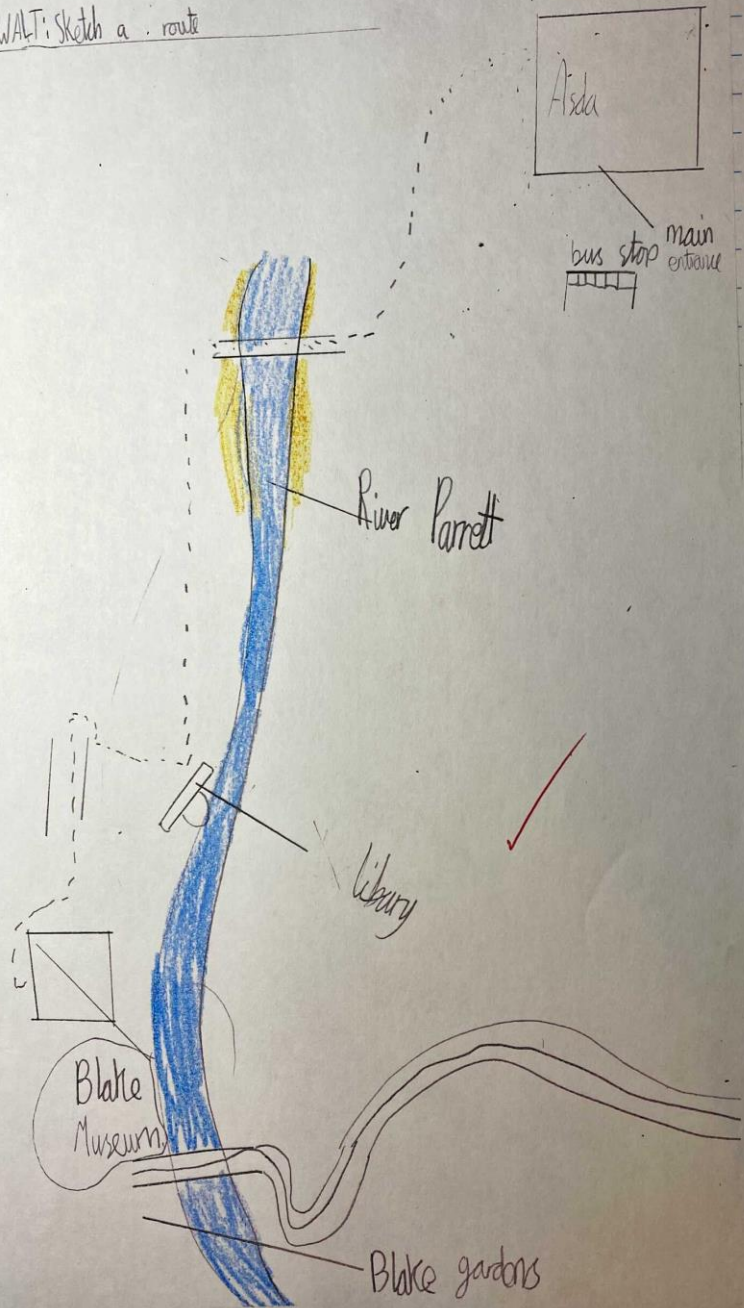
Use standard symbols in a key to give instructions on how to follow a particular route. **Making maps**

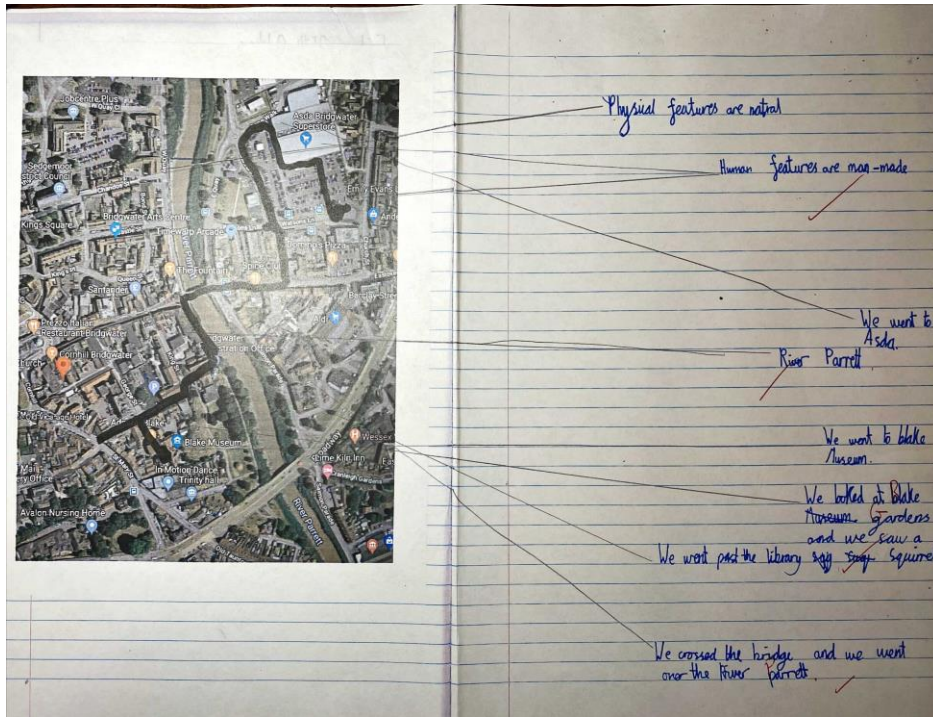


### Fieldwork Skills

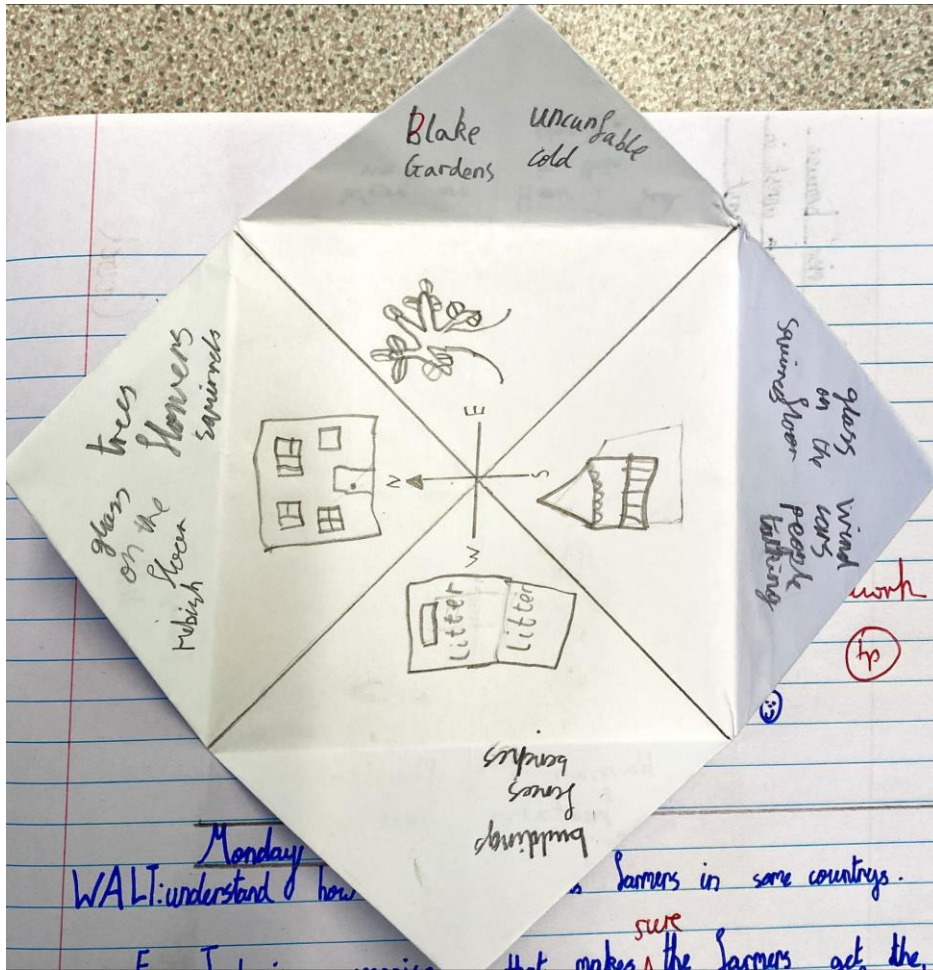
During a visit to Bridgwater, Class 3 mapped their route and labelled key features. Back at school, they used Googlemaps to locate their route and the features they saw.

WALT: Sketch a route





Using a chatterbox during fieldwork to collect observations about a place.



Carrying out fieldwork to determine environmental quality around Enmore school. The children asked geographical enquiry questions and then explored the levels of noise pollution around the school.

## Things to consider

- Is there lots of Rubbish?
- Is there any pollution?
- Is the air clean?
- Is there any smoke?
- Is there good outdoor space?
- Is there a smell?
- Is it safe?
- Is it noisy?

Expected noise levels.

Noise varies through space and time.

Daily noise rota

noise during the day at at school Hall  
(write the name of your school here)

Lesson 1

1 your groups, think about quiet and noisy times in school during the day and put ticks (✓) in the checklist to record them.

time of day	noisy	quiet
08 am		✓
9 am	✓	
10 am		✓
11 am	✓✓	
12 am - 100 am	✓✓	
2 pm		✓✓
3 pm		✓✓
half 3 pm		✓✓
4 pm	✓✓	✓

Daily noise rota

noise during the day at the playground  
(write the name of your school here)

Lesson 1

1 your groups, think about quiet and noisy times in school during the day and put ticks (✓) in the checklist to record them.

time of day	noisy	quiet
8 am	✓	
9 am		✓
10 am		✓✓
11 am - 11.30 am	✓✓	
12 am - 1 pm	✓✓	
01 am pm	✓✓	
2 am pm		✓✓
3 am pm		✓✓
half 3 pm	✓✓	

**WALT**  
achieved

Fieldwork in the school grounds.

Monday 23rd May  
WALT: use fieldwork skills to find treasures.

How can we remember where we have found items?

We can remember how we find items by marking them on a map.

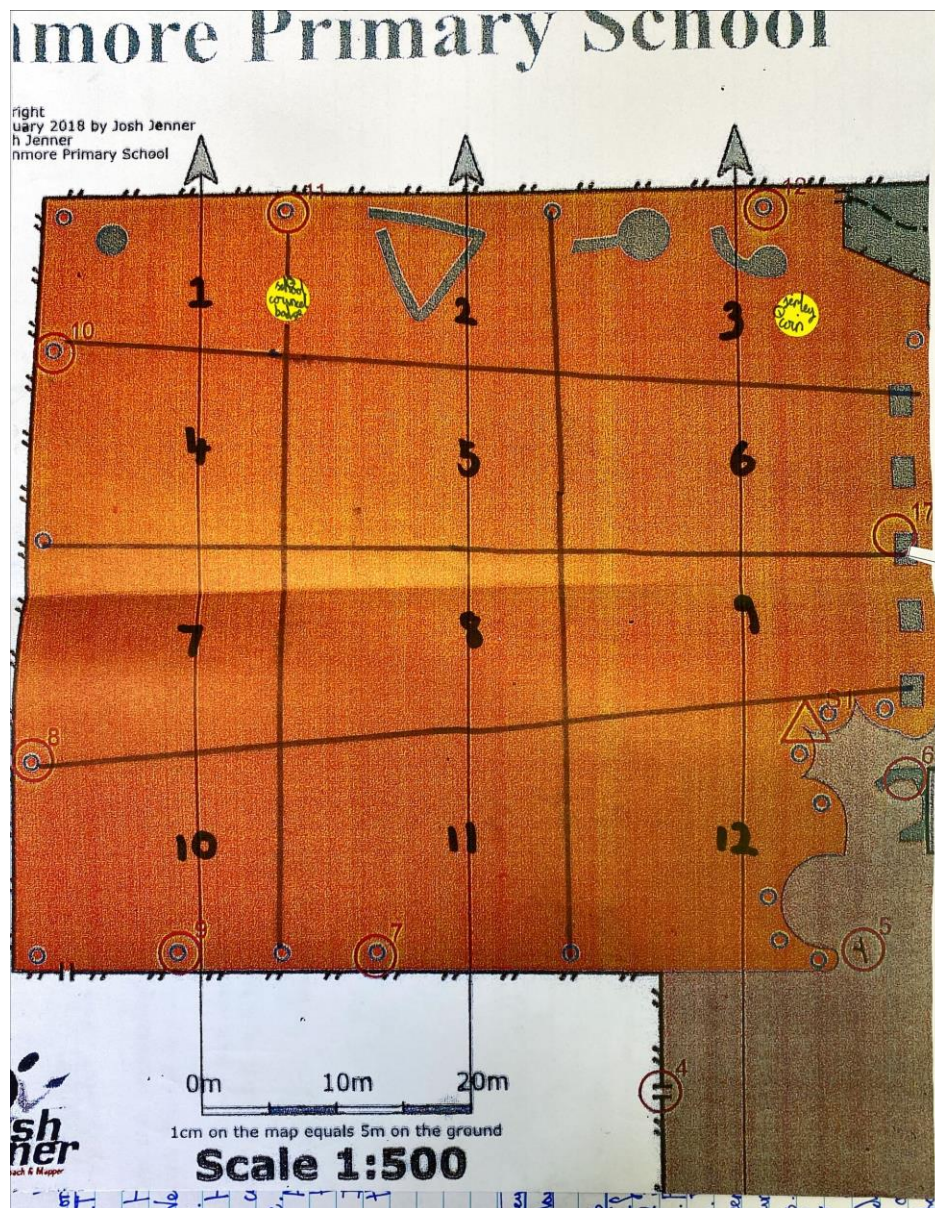
How can we know where we have looked?

We can put stickers on a map and write the people's names on there.

Are there any particular places you think would be best to look?

I would look in Zone 3 because we already found one coin there so maybe there's more.

Good (p)



Class 4

Locational Geography

Locating the countries of Europe on a map and comparing features.

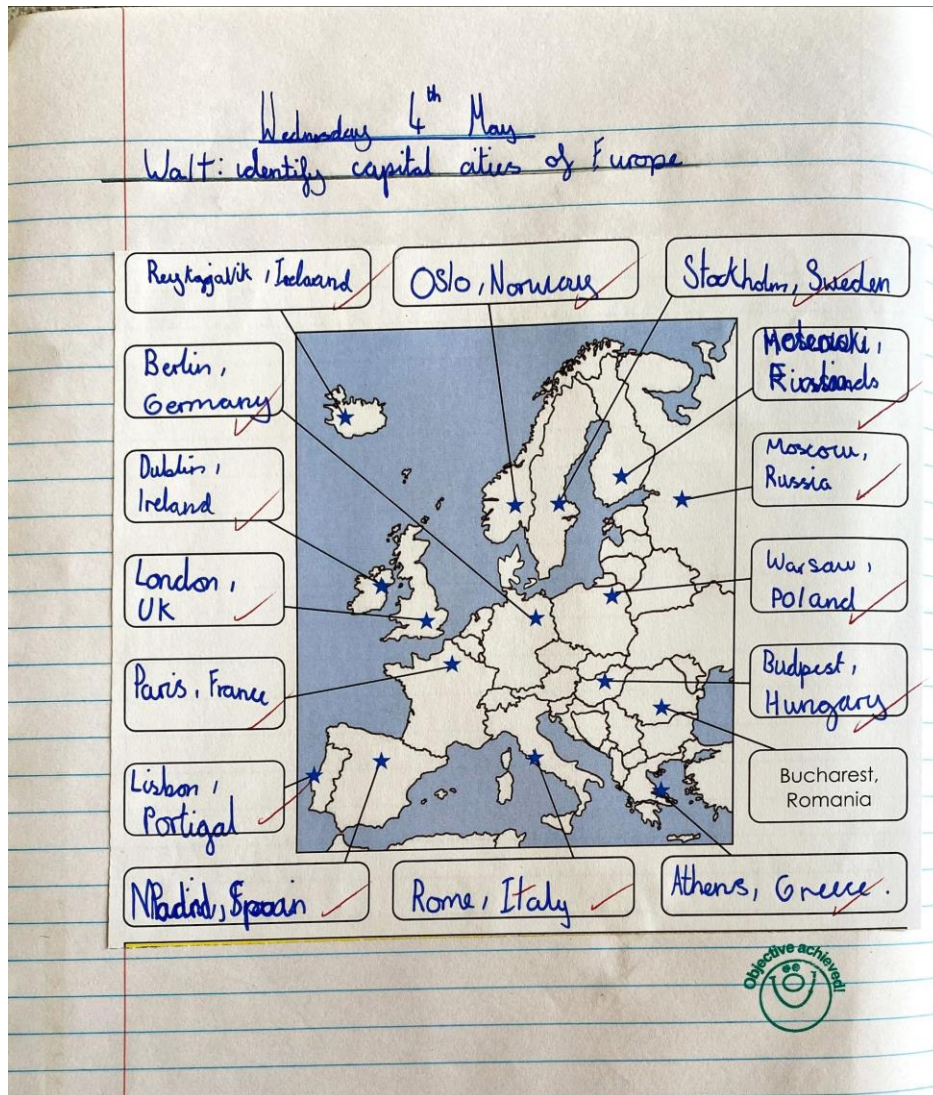
Monday 25<sup>th</sup> April  
 WALT use an atlas to identify the countries of Europe



1 Iceland	27 Latvia	34 Netherlands	36 Czech Republic	38 Albania
2 Ireland	10 Lithuania	18 Belgium	26 Slovak Republic	30 Greece
3 United Kingdom	14 Belarus	11 France	21 Hungary	29 Macedonia
4 Norway	16 Ukraine	20 Spain	28 Slovenia	32 Bulgaria
5 Sweden	13 Moldova	22 Portugal	25 Croatia	37 Montenegro
6 Finland	17 Kazakhstan	23 Italy	24 Romania	35 Turkey
7 Denmark	15 Poland	25 Switzerland	27 Serbia	31 Russia
8 Estonia	12 Germany	24 Austria	32 Montenegro	

Flag	Country	Language	Currency	Royal Family
	AUSTRIA	German	Euro	No
	Belgium	French, Dutch and German	Euro	Yes
	CYPRUS	Greek, Turkish	Euro	No
	DENMARK	Danish	Danish Krone	Yes
	FINLAND	Finnish, Swedish	Euro	NO
	FRANCE	French	Euro	Yes
	GERMANY	German	Euro	No
	Greece	Greek, Turkish	Euro	No
	HUNGARY	Hungarian	Hungarian Forint	No
	ICELAND	Icelandic	Icelandic Krone	No
	Italy	Italian	Euro	Yes
	LATVIA	Latvian	Latvian Lats	NO
	Moldova	Moldovan	Moldovan Leu	No
	NETHERLANDS	Dutch	Euro	Yes
	Norway	Norwegian	Norwegian Krone	Yes
	POLAND	Polish	Polish Zloty	Yes
	PORTUGAL	Portuguese	Euro	No
	REPUBLIC OF IRELAND	English, Irish	Euro	No
	Russia	Russian	Russian Ruble	No
	SPAIN	Spanish	Euro	Yes
	Sweden	Swedish	Swedish Krone	Yes
	SWITZERLAND	German, French, Romansh, Italian	Swiss Franc	No
	TURKEY	Turkish	Turkish Lira	No
	United Kingdom	English	British Pound	Yes

Identifying the capital cities of Europe.



Identifying some key geographical features of France.

During lockdown, Class 4 studied the United Kingdom. They located counties and cities of the UK, as well as mountains. They also found out about British rivers.

This table lists the 6 longest rivers in Britain. Can you complete the table with the correct information

River	Source	Mouth	Country/Countries	Length	Interesting facts
Severn	Plylimon	Severn Estuary	England and Wales	384 km	It is the longest longest river in Britain. It is 270 miles.
Thames	Thameshead	Thames Estuary North sea	England	346 km	The river is home to 119 species of fish as well as otters, poles and eels.
Trent	Bilbald near	Humber Estuary Trent falls	England	298 km	It is the 2nd longest river in the United Kingdom
Great Ouse	Wappenham	The wash	England	230 km	It is known for deep channels
Wye	Plylimon	Severn Estuary	England and Wales	215 km	The River Wye is the UK's 5th longest river
Ure / Ouse	Ure head on At A bedsides common	Humber	England	119 km	It is 74 miles

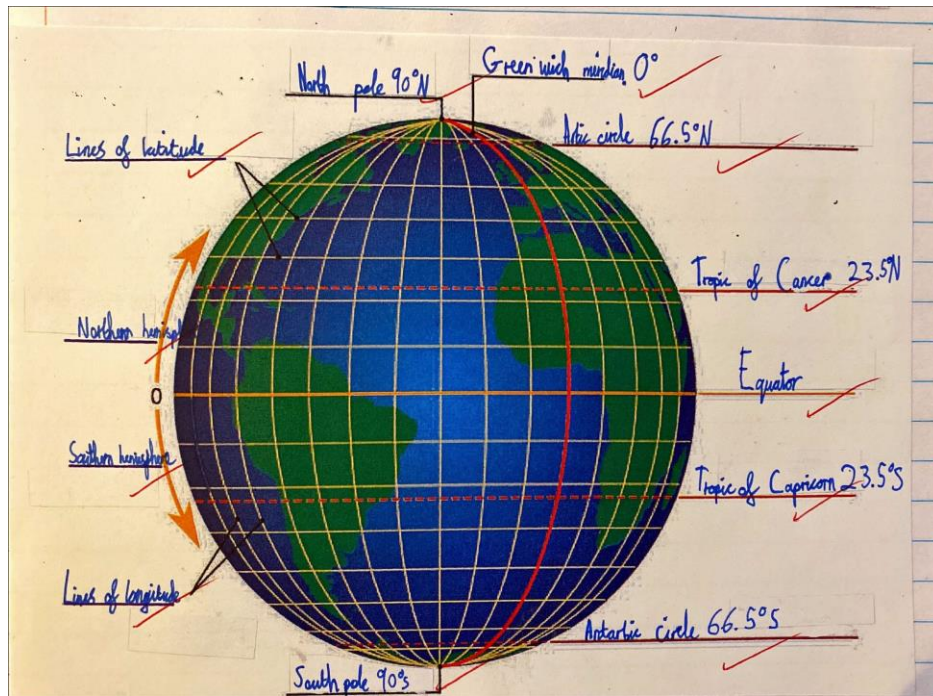
Which is the longest river in Britain?  
River Severn

Which river flows through the UK's capital city?  
River Thames

Which rivers run through two countries?  
Severn  
Wye

How many of these rivers into the North Sea?  
1

Identifying lines of latitude, longitude, the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles and the Prime/Greenwich Meridian when learning about weather and climate.



### Place Knowledge

The children showed they understood the similarities and differences between the UK and Brazil.

Learning about extreme weather in the Caribbean compared to the UK.

## Hurricane Irma and Maria

What is a hurricane? <sup>hurricane</sup>

A hurricane is a large spinning storm with very high wind speeds that form on warm waters in tropical regions. They usually form around the equator.

How do we categorise hurricanes?

We categorise hurricanes by its category, its mph and kilometres per hour. This scale is called a Saffir-Simpson hurricane scale. Categories 3, 4 and 5 are classed as Major hurricanes. Number 3 was an extensive, number 4 was extreme and 5 was catastrophic. Hurricane Irma

Hurricane Irma started at Leeward Islands it lasted for seven days (6-13 September) in the Caribbean.

Hurricane Irma hit Puerto Rico then Cuba and then Florida in the USA. x

Hurricane Maria started after Irma got through the Caribbean. Maria approached the from the East, Dominica was struck first this time.

when did this happen?

### After Effects

The path of the hurricane was huge! At least 134 humans died and it caused billions of dollars of damage in both of the countries it struck. It was the first Category 5 hurricane on record to make landfall in the Caribbean. Dominica was affected by the storm. Most people's houses were destroyed. Many of the forests were destroyed. When Maria fell over Puerto Rico (still a category 4 hurricane), its infrastructure was devastated! Most of its regions lost electricity.

Great research on hurricanes Irma and Maria.

Comparing London with Paris.

Wednesday 4<sup>th</sup> May, 2022

WALT: compare two European countries capital cities

London	Paris
How many people live in London? 10.313 Million	How many people live in Paris? From 70.749 million
What currency is used? Pounds	What currency is used? Euros
What language is spoken? English	What language is spoken? English & French
What is the area of the city? 1569 Km <sup>2</sup>	What is the area of the city? 105 Km <sup>2</sup>
What rivers run through the city? River Thames	What rivers run through the city? River Seine
What famous landmarks are there? Big Ben, Tower Bridge, Buckingham palace, The Tower of London, St Pauls cathedral.	What famous landmarks are there? The Eiffel tower, Notre Dame cathedral, The Louvre Museum, the Arc de Triomphe and Sacré coeur.
What can tourists visit? gardens, Subways, shops, Designer brands, Royal Albert hall Greenwich	What can tourists visit? Buildings, gardens, museums, art galleries, Tuileries garden, Palais Garnier, Moulin Rouge, des Vosges
Interesting facts about London: • It's the largest city in Europe • It has more than 7000 pubs.	Interesting facts about Paris: • There are more dogs than children in Paris (about 300,000) • The oldest cafe in Paris opened in 1686

What do you think is the biggest difference between London and Paris?  
and there is less water in London (rivers, streams)  
Paris can be more for adults or older kids than London.  
They both have different personalities

Good job comparing the cities of London and Paris.

### Human and Physical Geography

We learnt about the negative impacts tourists and tourism can have on a local population and its environment. After exploring the idea of eco-tourism, we designed our own eco-friendly holiday resorts. The children had to make sure they carefully balanced out the needs of the local people along with protecting the local environment, while designing a resort that would appeal to tourists. **Human Geography**



Children learnt about the distribution of natural resources across South America and their main exports. They also learnt, during Going Global, about Fair Trade. **Human Geography**

Thursday 10<sup>th</sup> June, 2021

WALT: use digital maps to investigate trade and industry in South America

**Venezuela**  
Petroleum

**Colombia**  
Cotton and Textiles  
Bananas  
Sugar  
Coffee

**Suriname**  
Aluminium  
Gold

**French Guiana**  
Fish  
Wood

**Guyana**  
Rice  
Gold  
Sugar

**Brazil**  
Cacao Beans  
Wood  
Oil  
Sugar  
Cars  
Coffee

**Ecuador**  
Oil  
Gold  
Bananas  
Shrimp

**Peru**  
Coffee  
Peppers  
Sugar

**Bolivia**  
Silver  
Soybeans

**Chile**  
Salmon  
Wine  
Copper  
Wood

**Uruguay**  
Meat  
Wool

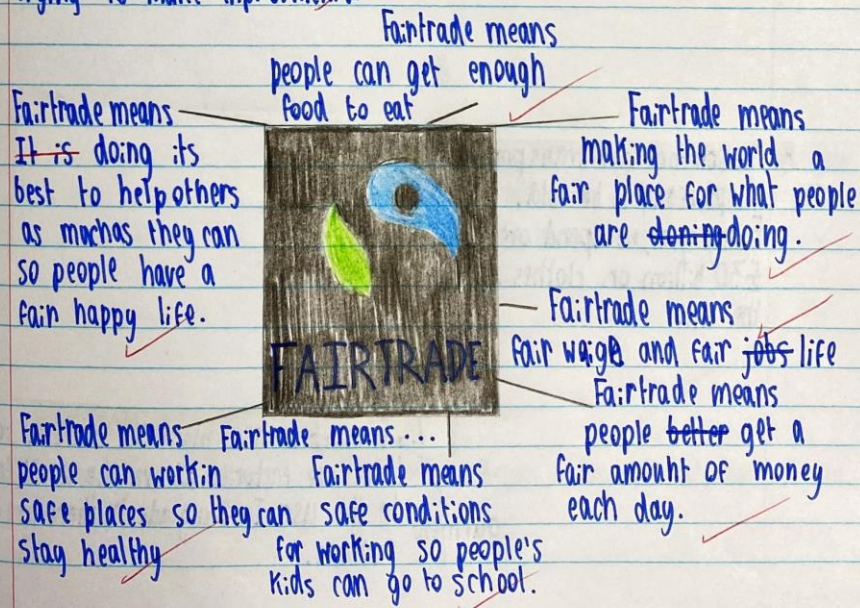
**Paraguay**  
Steel  
Pharmaceuticals

**Argentina**  
Meat  
Wine  
Petroleum  
Sunflower Seeds  
Metals and Minerals

Tuesday 23rd March, 2021

WALT: identify how trade can be unfair for some people.

Large global companies in the fashion industry compete with each other to offer the lowest prices to the buyer. This means they all try to find the cheapest materials and people to make their clothes. Companies think it is important to make money, meaning they often don't worry about if their clothes are made in fair ways. The people who work in their factories work for very long hours, for very low wages and have a lack of rights for their employees. This usually is usually because the companies don't own their own factories. They use factories owned by other people in far away countries. Factories which don't look after their employees are nicknamed sweatshops. Charities work hard to help improve the work conditions for the people who work in these factories. Nike have received lots of complaints about the factories their products are made in, and they are ~~know~~ now trying to make improvements.



When learning about South America, the children looked at population sizes and the average life expectancies of the different countries. **Human Geography**

Identifying human features of a Caribbean island. **Human Geography**



Friday 11<sup>th</sup> October 2022  
 WAIT: Understand about volcanoes and how they form.

**Magma** - Melted rock that erupts from a volcano.

**Magma chamber** - Magma collects here in the magma chamber.

**Vent** - an opening in the earth's surface.

**Ash cloud** - Fine particles of rock blown from a volcano.

**Conduit** - A passage through which magma travels through.

**What is a volcano?**  
 A volcano is a crack in the earth's crust. This crack is called a conduit, and it opens downwards to an enormous pool of molten rock. This is called a magma chamber. Pressure builds up and the magma erupts. This is what makes a volcano. This magma turns into lava.

**Volcanoes form at**  
 Tectonic plates move apart at constructive plate boundaries. This creates a gap in the crust, so magma can escape out the Earth's surface.

**destructive plate boundaries**  
 At destructive plate boundaries, the heavier tectonic plate gets subducted and pushed under the other. It gets so hot the plate that is subducted melts. Magma rises through the the crust and erupts, forming a volcano.

**Volcanic states:**  
**Active:** A volcano is active if it has erupted in the last 10,000 years. It is likely that it will erupt again. *Example: an active volcano in Kilimanjaro.*  
**Dormant:** A volcano is dormant if it hasn't erupted in the last 10,000 years but is likely to erupt again. *An example of a dormant volcano in Kilimanjaro.*  
**Extinct:** A volcano is extinct if it hasn't erupted in the last 10,000 years and isn't likely to erupt again. *Example: an extinct volcano in Kilimanjaro.*

Class 4 learnt about earthquakes and where and how they occur. **Physical Geography**

Tuesday 15<sup>th</sup> November 2022  
 WAIT: find out about earthquakes and what causes them.

**Tectonic Plates**

**Fault line** - This is like a crack caused by the stress from the movement of tectonic plates.

**Seismic waves**

**Epifault** - This is the point on the earth's surface that is directly above the focus.

**Focus** - This is the point below the earth's surface where the earthquake begins.

**What is an Earthquake?**  
 An earthquake is when shockwaves run through the earth creating a causing the ground to shake. Some earthquakes are very violent but others you can't even feel. However some a very powerful earthquakes cause damage to buildings and roads.

**What causes an earthquake?**  
 Tectonic plates rub against each other and move into each other and they rub towards each other. That movement of the tectonic plates builds up the pressure. When the pressure is to much the crust breaks and the pressure gets released. This creates energy and that energy travels in seismic waves and that is how we get an earthquake.

**How are Earthquakes Measured?**  
 Earthquakes generate energy by using a machine called a seismograph which is used to record the energy in an earthquake. The magnitude of an earthquake can be measured by using a richter scale. A richter scale is numbered 1-10. On the richter scale would be a calm earthquake but 9 would be destroying houses.

**Major Earthquakes:**

- Kamoharui, Russia 1952 (9.0)
- Haida, China 1976 (7.8)
- Sumatra 2005 (8.6)
- Indonesia 2005 (8.6)
- Chilpancingo, Mexico 2011 (7.0)
- Japan 2011 (9.0)
- USA (California) 1902 (7.3)
- Chile 1960 (9.5)

In What a Wonderful World, Class 4 learnt about tsunamis and researched a tsunami from recent history. **Physical Geography**

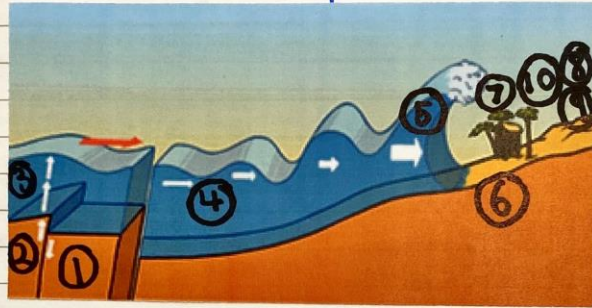
Tuesday, 22 November, 2022

WALT: find out about tsunamis and what causes them.

What is a tsunami?

A tsunami is an enormous wave. The word tsunami comes from Japan. Tsunami means harbour wave in Japanese.

How are Tsunamis formed?



1. Tectonic plates move towards each other under the ocean floor.
2. The tectonic plates meet and are forced together, creating an earthquake.
3. The earthquake under the sea causes shockwaves to ripple through the sea.
4. Although the ripples travel through a speed of up to 400 mph (645 kph), boats on the sea barely feel them at first.
5. As the ripples get closer to the shore they slow down and start to create a giant wave.
6. As the wave gets closer to the shore, the water on the coast is sucked back towards the sea.
7. The giant wave towers over the coast and then crashes to the shore.
8. The water travels far inland, flooding vast areas.
9. Water from the wave destroys everything in its path, including buildings.
10. Eventually, the force of the wave dissipates and the water returns to the sea, carrying debris with it.

Wednesday 21st November, 2022  
 What I find out about a tsunami from the past

Being by Tsunami, 2004

What caused this tsunami?


An underwater earthquake caused this deadly, life-proving, enormous tsunami. It was one of the deadliest tsunamis ever recorded. It was magnitude 9.2.

Where did the tsunami take place?

The tsunami occurred on the high sea of December in 2004. The tsunami happened in the Indian Ocean. It was 07:52 AM.

Where was the epicentre of the earthquake that caused the tsunami?

The epicentre of the earthquake was off the west coast of Sumatra, Indonesia.



Which countries were affected by the tsunami?

There were fifteen countries that were affected by the tsunami. After of these were Malaysia, Thailand, Indonesia and Sri Lanka.

How did the tsunami affect the landscape?

Lots of habitats were destroyed. The tsunami affected and destroyed the bottom of the ground and the ground itself. There were also debris in the water which polluted it.

How did the tsunami affect people?


Firstly, the tsunami left people displaced and homeless. People had to move somewhere else. Telephone lines and roads were destroyed. There was a lack of food and clean water.

What made this Tsunami one of the Most Devastating in Recent times?

What made this tsunami most devastating was the fact that it had one of the biggest death tolls, killing 259,000 people. There was also no warning system to track the tsunami.

What was done to help and rebuild the places affected by the tsunami?

There was a committee, charity that raised 7 million pounds to give people a sleeping bag, food, water and fuel to help people.



Cross-curricular learning. Writing an explanation text about tsunamis in English. **Physical Geography**

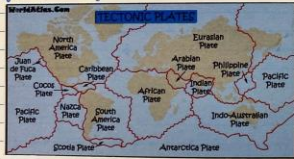
Wednesday 25th November 2020  
 What I write an explanation text.

How are tsunamis formed?

Have you ever wondered how tsunamis are formed? Tsunamis are basically a giant wave, they are also known as killer waves. They are the world's most powerful natural disasters. A tsunami can sometimes be more than one wave. Tsunami is a Japanese word for 'harbour wave', the meaning harbour and wave meaning wave.

Tectonic plates

Tectonic plates are a group of plates that make up the earth's surface. Tectonic plates sometimes rub or submerge. As a result of this, an earthquake happens. The movement of tectonic plates can cause three things to happen: Mountains or a volcano to form, earthquakes or tsunamis. Do you think that tectonic plates move at the speed of your fingernails growing? That's why you don't feel it then moving!



Shallow water process

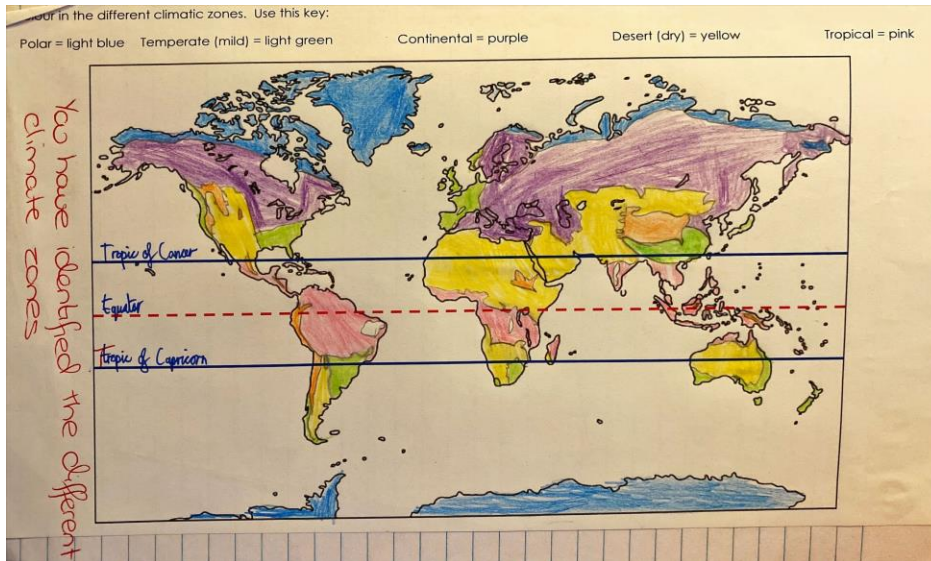
Travelling at 500mph, the tsunami builds up to 100ft (30m). Once it reaches land it can travel up to 2000 meters, destroying up everything in its path. A sign a tsunami is coming is when the water retreats back in seconds as it needs this water to build up the tsunami height. Once the tsunami has flooded everything it drops ALL the debris back with it, leaving the place it destroyed.

We are learning to write an explanation text.  
 (Wednesday 25th November, 2020)

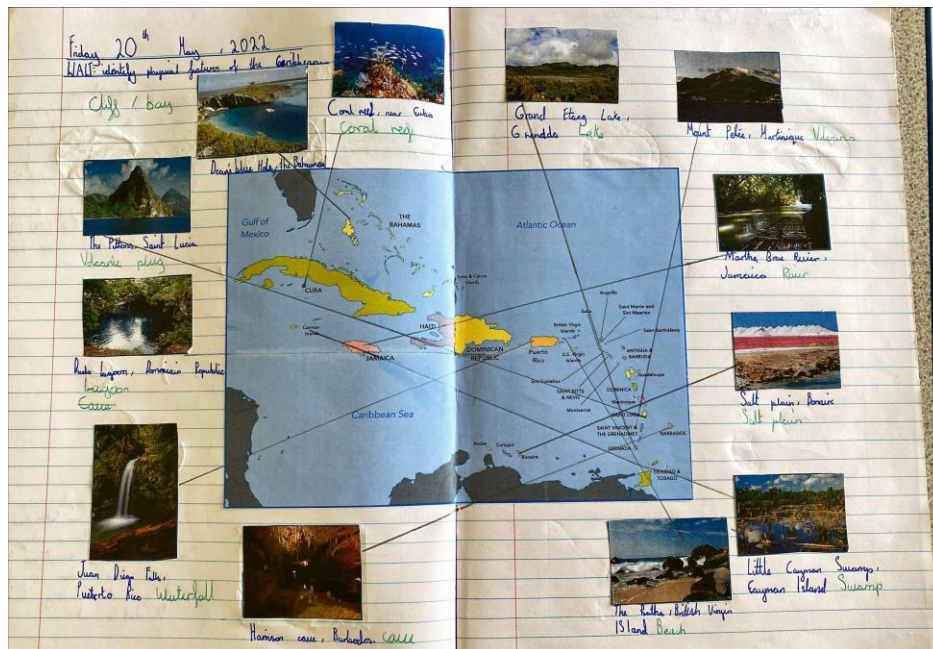
Pupil	Teacher
I have written in the present tense.	✓
I have introduced my text.	✓
I have used subheadings and labels.	✓
I have used technical vocabulary.	✓
I have used cause and effect language.	✓
I have used time conjunctions.	✓

Fantastic job writing your explanation text **Dariale (IP)**





Identifying physical landforms from around the Caribbean. **Physical Geography**



Learning about rainforests. **Physical Geography**

Monday 28th June 2021

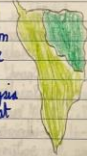
WALT: write a non-chronological report with detailed information about a subject.

### What is a rainforest?

A rainforest is a large forest which has frequent rainfall. A rainforest is home to many animals that need this climate to survive. In a rainforest there is five layers, the forest floor, the shrub layer, the undergrowth, the canopy and at the highest level, the emergent layer. Walking through a rainforest, even in daylight, the trees cover up most of the sky, making it dark. Some people live in the rainforest, in many tribes which have lived in the rainforest for thousands of years.

### Where can we find them?

Rainforests are often found on the equator or in the southern hemisphere. These countries have rainforests: central and south America, Africa, Indonesia, Malaysia and Australia. Some are found at the bases of rivers, which then have one running through the forest.



### What is the climate like?

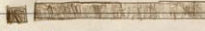
As the name suggests, rainforests experience lots of rainfall. Most rainforests have a tropical climate, where it rains some days. They are hot, humid and wet. During the dry season, the heat is very intense. In central American and Indian forests, it can be cooler.

### Why are they important?

Like us, without rainforests, the world would not be the same. Rainforests are a source of a large amount of oxygen for the world. The forests are home to many animal species that need this climate to survive. The tops of the forest inhale the carbon dioxide in the air.

### What are the threats?

Recently, many people have been destroying the rainforests in many different ways. Many people have been cutting down the trees. Many poor people come into the rainforest and remove large amounts of trees to grow crops. People take the trees so that they can make things. Clearing space for room to start various plantations is another threat.



### The Tapir

Tapirs live in south and central America. They eat leaves, fruit, berries and nuts for their diet. Tapirs can grow a length of 3ft long. They have four toes on their front feet and three on the back. Tapirs are most active at night and live alone. They can live between 15-20 years.



Liana

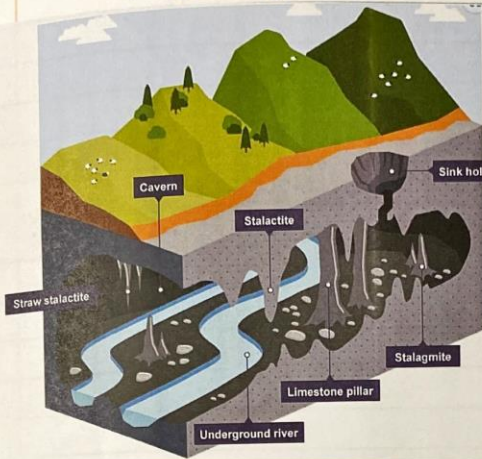
### Lianas

A liana is a long-stemmed vine that roots into the ground. They use trees to grow up to reach the canopy to get access to light areas. Lianas can form bridges for many animals that live high in the tree.

Learning about limestone cave formations before visiting Cheddar Gorge. **Physical Geography**

Thursday 1<sup>st</sup> December, 2022

WALT: identify features of limestone caves and how they form.



Over millions of years, tiny drops of rain push their way through cracks. Cracks in the ground above the caves slowly began to erode the limestone rock in the cave. The Cheddar Yeo goes through the limestone. The Cheddar Yeo helps the raindrops to erode the limestone rock.



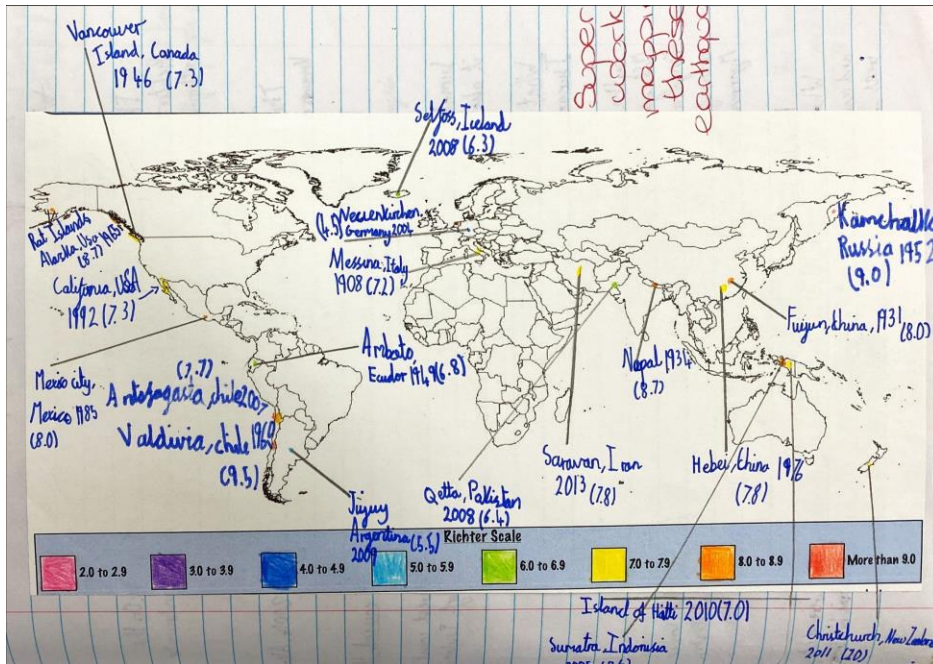
Stalagmites and Stalactites are formed by a chemical process. This chemical process is when slightly acidic water (rain) meets limestone rock, it begins to dissolve it. Calcium carbonate is a mineral which occurs naturally in limestone. In the caves, calcium carbonate is absorbed by the water moving through the limestone rock. When the calcium carbonate is

deposited as calcite. The calcite slowly builds up to form the rock formations that look like icicles on the roof called stalactites. Little drops of water that fall from the end of the Stalactite leave more calcite on the cave floor. This calcite on the cave floor builds up to form a Stalagmite. Sometimes the Stalagmite and Stalactite eventually grow together to form a pillar or column.

Fantastic work describing these physical processes

## Map Skills

Using atlases, to locate the epicenter of a number of earthquakes from the past. Children then mapped these on a world map. **Using Maps**



Using digital maps to map a route and calculate distances of legs. **Using Maps.**

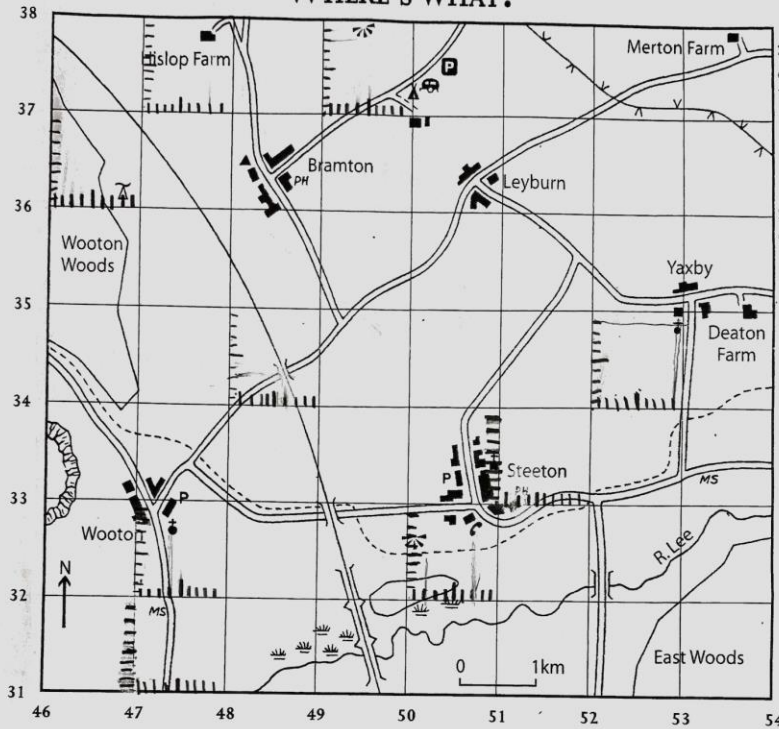


Children learn the names of the 8 compass points and how to read 4 figure-grid references. They begin to learn how to read 6 figure-grid references. **Using Maps.**



Wednesday 5th February 2020

### WHERE'S WHAT?



\* Use an Ordnance Survey map to complete this key.

\* Give the most accurate six-figure grid reference you can for:

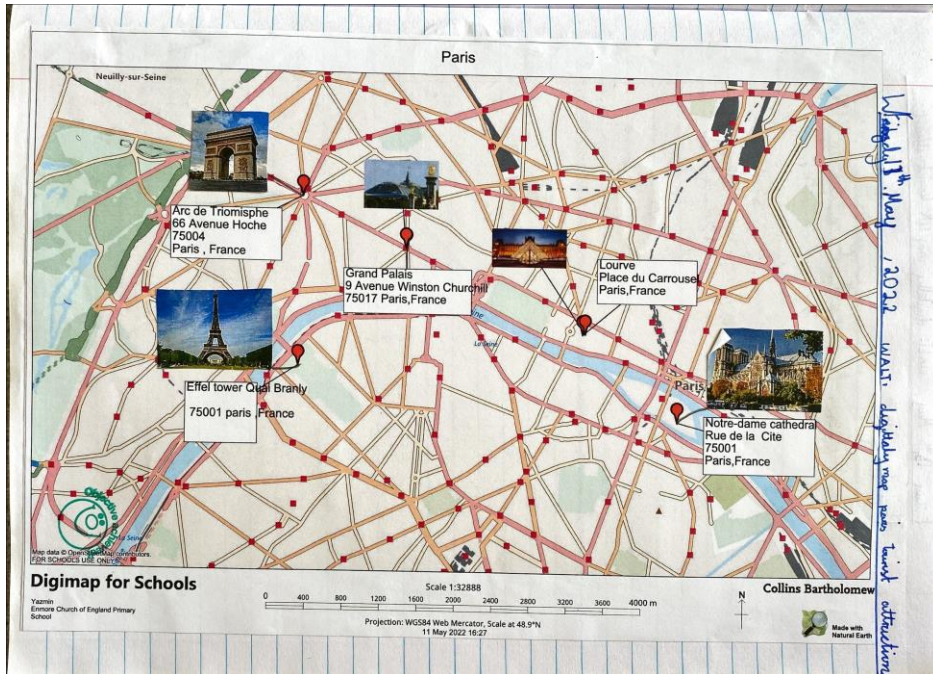
PH	public house
P	car park
MS	milestone
	viaduct
	footpath
	camp site
	viewpoint
	church with spire, with tower

- pub in Bramton 487364
- milestone near Wooton (471,318) ~~(471,311)~~ \*
- pub in Steeton (512,332) ✓
- bridge to the south of Bramton (486,343) ✓
- Hislop Farm (478,378) ✓
- church in Wooton (474,320) (474,327) ✓
- viewpoint NW of Leyburn (495,379) ✓
- telephone kiosk in Steeton (502,337) \*
- radio mast near Wooton Woods (468,361) ✓
- church in Yaxby (529,349) ✓

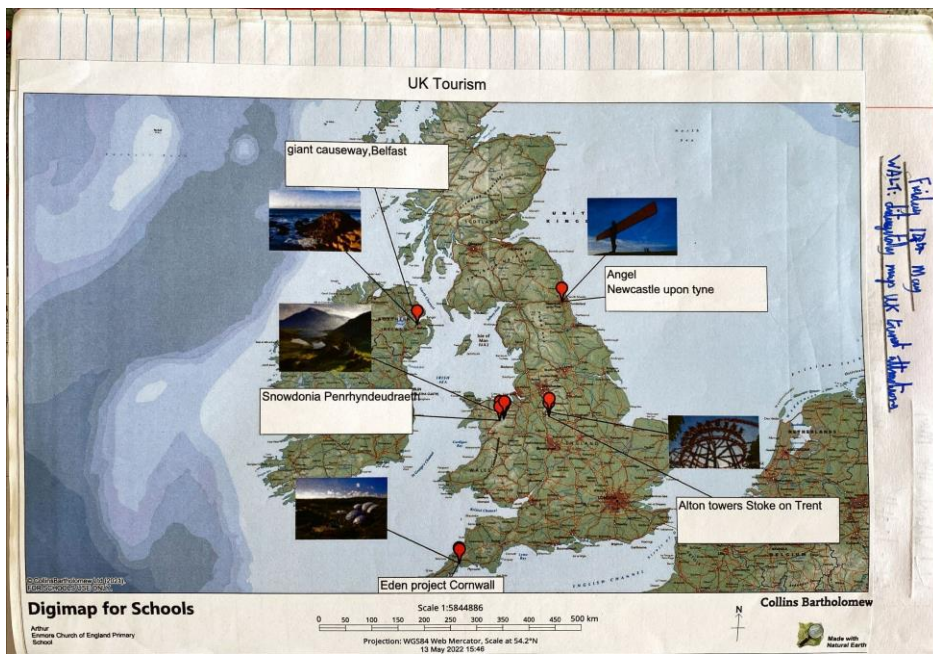
You are beginning to use 6 figure grid references

Using OS maps to work out place name origins. **Using Maps**

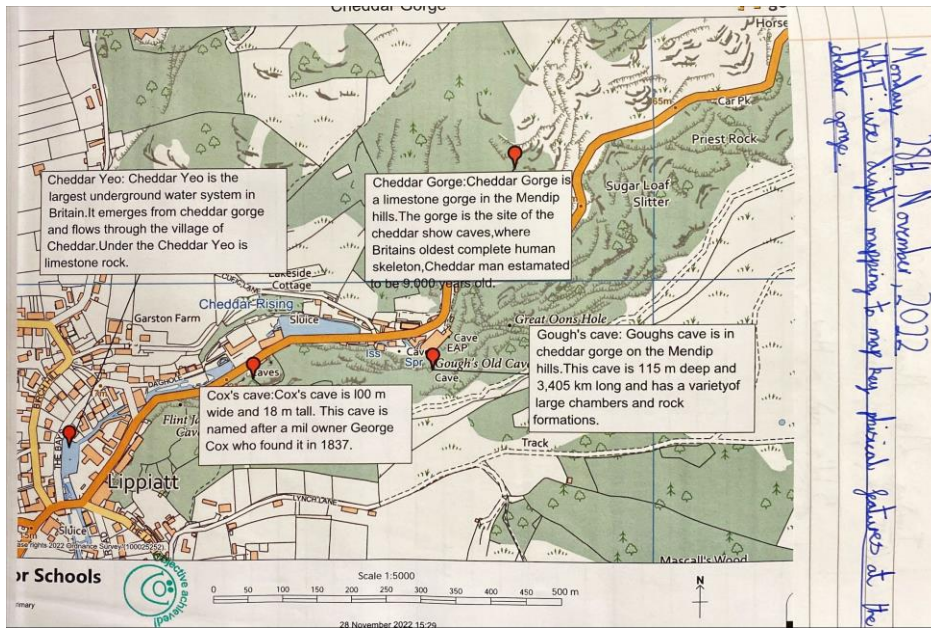
Digitally mapping tourist attractions in Paris. **Using Maps**



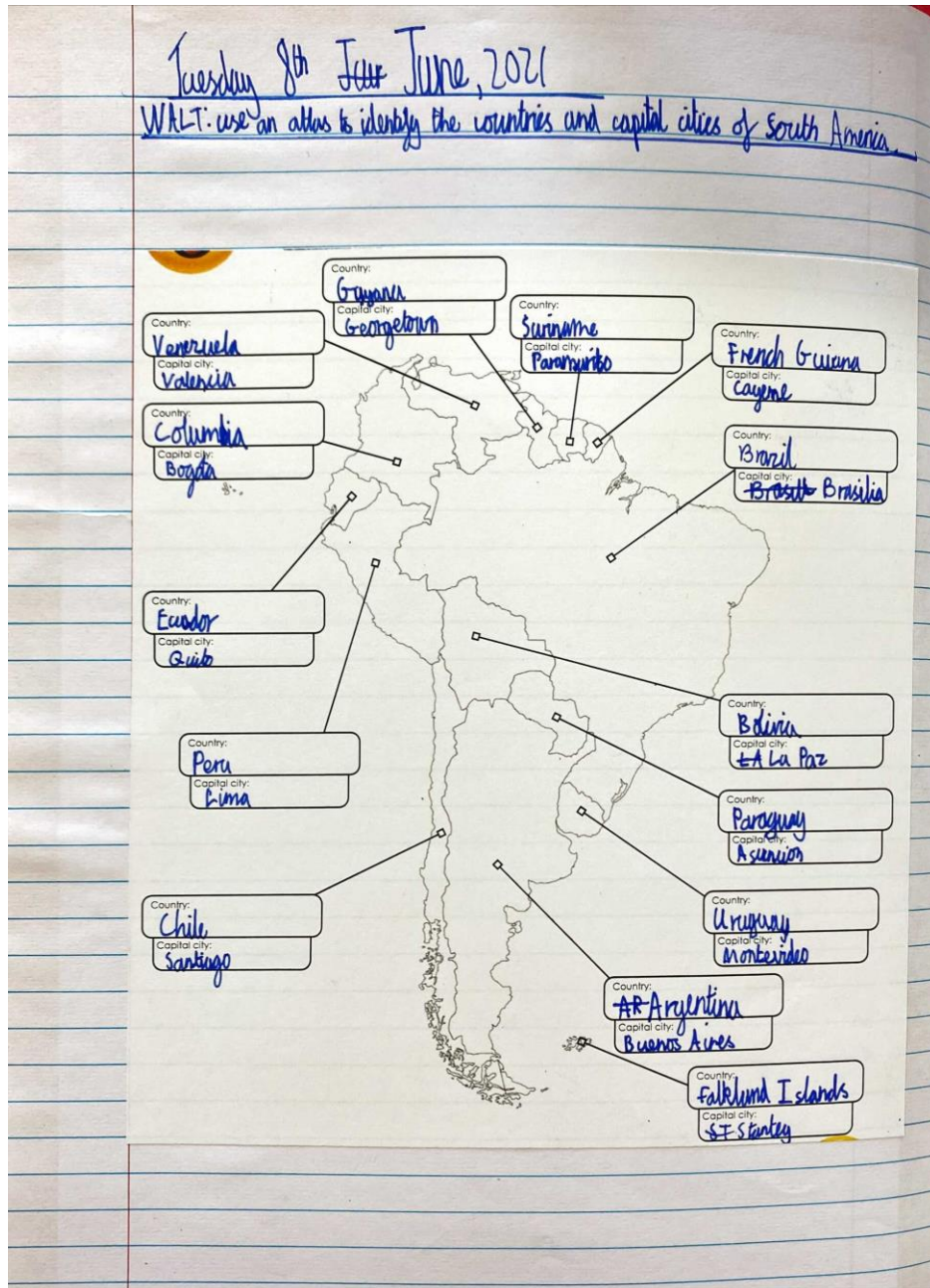
Digitally mapping tourist attractions around the UK. **Using Maps**



Children used Digimaps to map key physical features at Cheddar Gorge. **Using Maps**



Locating and naming the countries and capital cities of South America. **Map Knowledge**

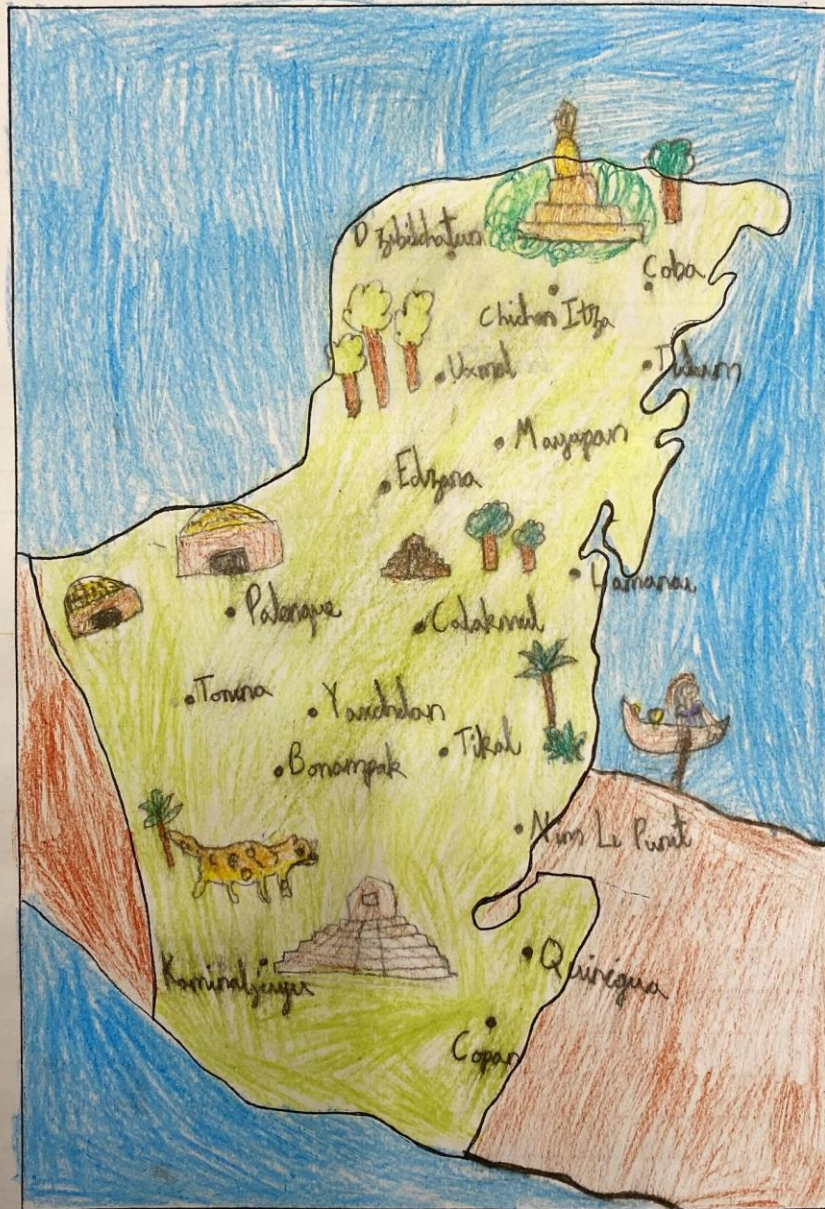


Locating and naming the islands of the Caribbean. **Map Knowledge**

The children identified features in Enmore on an aerial map and then produced a sketch map of the area. They used symbols and a key on their sketch map. **Making Maps**










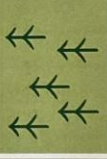


Wednesday 19th October, 2022  
WALT: explore what led to the decline of the Maya.



Great work mapping the city States (FP)

Recognising OS map symbols and why the key is an important tool when map reading. **Making Maps**

Wednesday 9<sup>th</sup> February, 2022

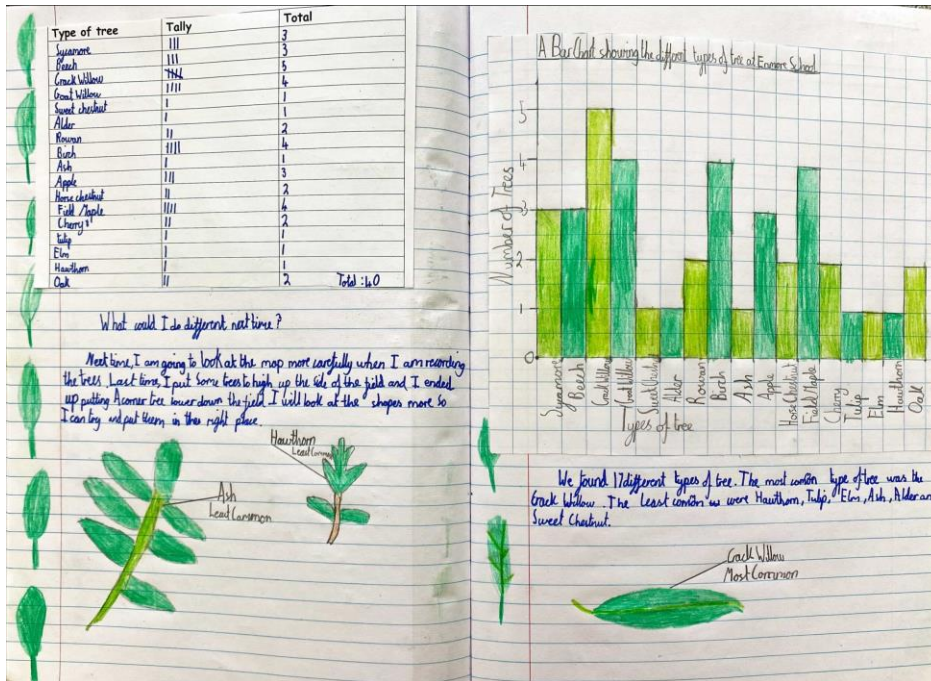
Windmill	Sand	Mud	River	Foot Path
X				
Motorway	Parking	Buildings	Single-track railway	Coniferous trees
M1 or A6(M)				
post office	Footbridge	School	Cycle trail	camp site
PO	FB	Sch		

WALT: identify symbols on our OS map by using keys.



### Fieldwork Skills

The children investigated how many different types of tree grow at school. They identified the different types of tree and mapped them on a sketch map. After tallying the types of tree, they created a bar chart to present their data. They took photos to use in their investigations.



Learning how to record their findings in fieldwork by creating an Environmental Quality Survey.

Tuesday 5<sup>th</sup> October 2021  
WALT: record our observations from our field

Environmental Quality Survey

Where is this place? Bingley Fair

Dirty	<u>1</u>	2	3	4	5	Clean
Ugly	1	2	3	<u>4</u>	5	Beautiful
Noisy	1	2	3	<u>4</u>	5	Quiet
Safe	1	2	<u>3</u>	4	5	Unsafe

What can you hear?  
noises from  
ride and people.

What would you change?  
I would make it  
tidy, and make  
the rides safe.

More questions?  
How many  
rides are  
there?

Macy and Oli B

Great job with  
your EGS Macy!

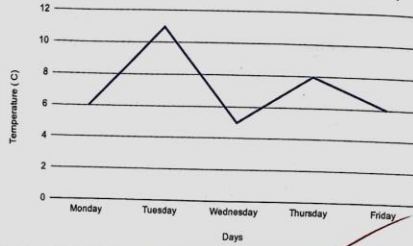
Children used Excel to present their rainfall and temperature data.

Friday 13th December, 2019

WALT: present our data in a database and on a graph.

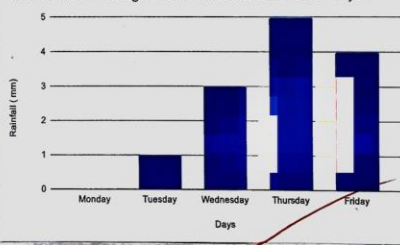
Days	Temperature (C)
Monday	6
Tuesday	11
Wednesday	5
Thursday	8
Friday	6

A line graph showing the temperature in Enmore over 5 days.



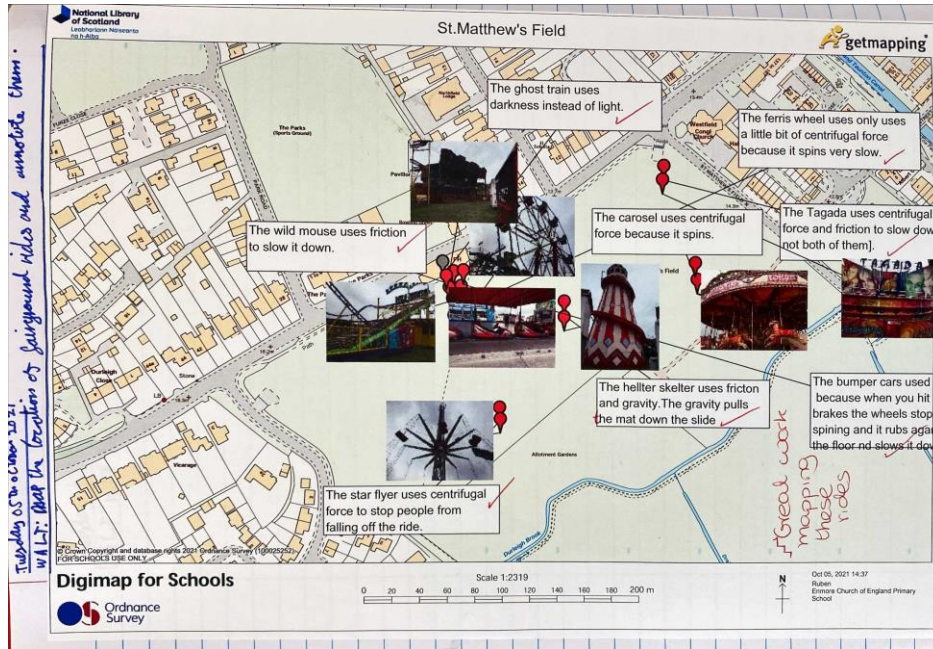
Days	Rainfall (mm)
Monday	0
Tuesday	1
Wednesday	3
Thursday	5
Friday	4

A bar chart showing the rainfall in Enmore over 5 days.

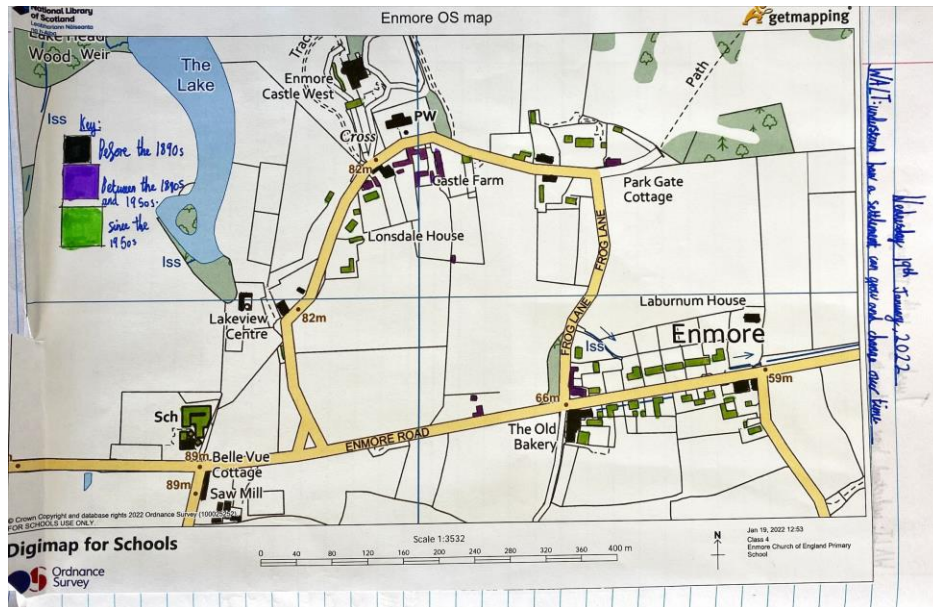


Great work presenting your results.

Using Digimaps, the children mapped the location of photographs they took during fieldwork at the fair.

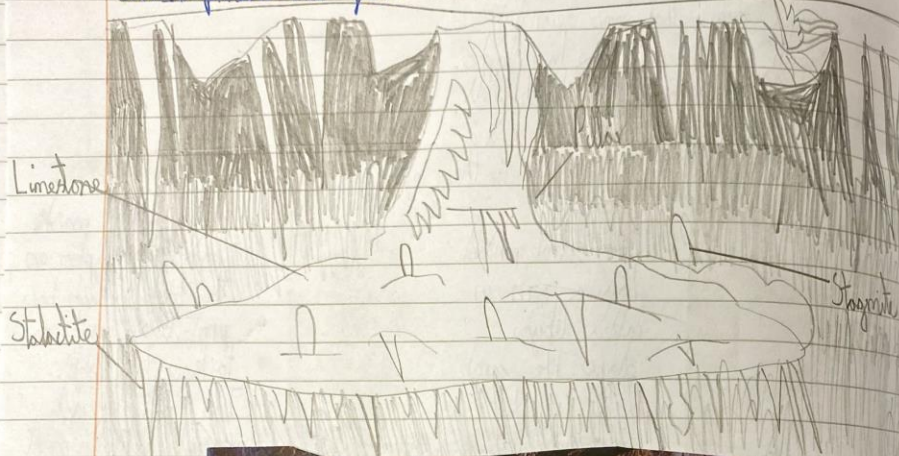


The children investigated how Enmore has changed over time. They made observations while walking around the village and completed a fieldwork chatterbox. They looked at historical maps of the village and colour coded buildings on an OS map according to the period of history they were built.



Learning about limestone cave formations on a trip to Cheddar Gorge. Children made fieldsketches of the formations they observed.

Thursday, 8th December, 2022 King Solomon's Temple  
WALT: present our field sketch.



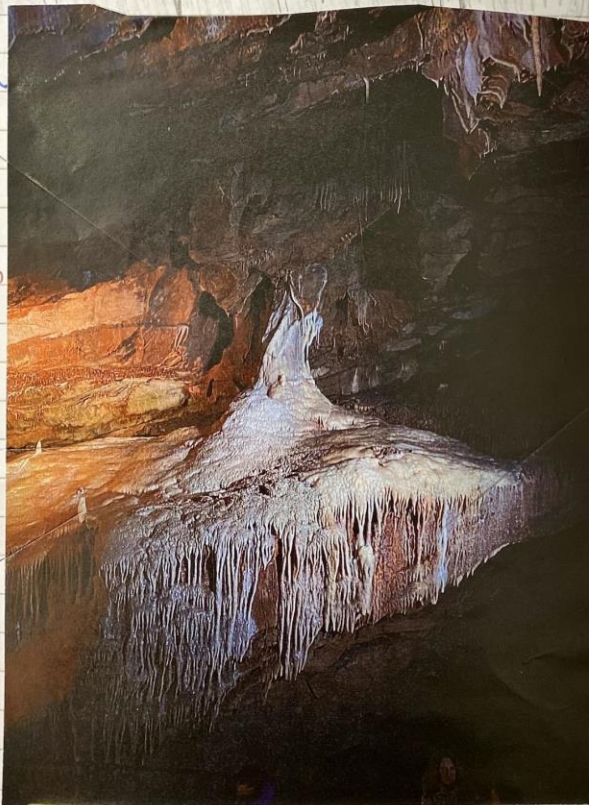
The Pillar formed  
over 250 million  
years.

Fantastic  
effect with  
your field  
sketch

(RP)

Limestone  
rock


Stalagmite



Limestone  
rock on  
ceiling

Stalagmite

Learning to ask enquiry questions.

	is are	did was	can	might would	will if
<b>What</b>	What is all the grey smoke in the background?	What was the volcano that erupted?	What damage can a volcano do?	What might of happened when the volcano erupted?	What if everyone dies?
<b>Where</b>	Where are all the people?	Where did this volcano happen?	Where can the people stay to stay safe?	Where would debris go?	Where will the people stay?
<b>When</b>	When is the volcano going to stop?	When did the volcano happen?	When the can the people go back to their home?	When might this volcano take place?	When will the volcano erupt again?
<b>Who</b>	Who is involved in this eruption?	Who was injured?	Who can have took the photo?	How who might of got injured by the volcano?	Who will help the environment?
<b>Why</b>	Why is there so much ash covering the surrounding?	Why was the car near an active volcano and how did it affect the people?	Why can you not see anyone in the car?	Why would there be no people in the picture?	Why is there no lava if it is a volcanic eruption?
<b>How</b>	How is it that the ash cloud hasn't reached the town yet?	How did the volcano erupt?	How can we help the animals and the environment?	How might this affect people?	How will the people escape the volcano?

If Wednesday 30th November 2022  
 WA past questions about a source

Class 5

Locational Knowledge

Identifying the major UK rivers.

Wednesday 8th September

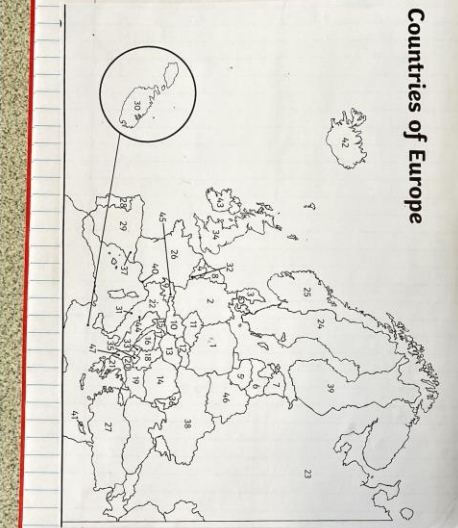
WALT: use range of atlases to identify UK rivers and seas.

Number on Map	Name of River	Sea it flows into
1	The river Tay ✓	The North Sea ✓
2	The river Clyde ✓	The <del>Att</del> Irish Sea ✓
3	The river Exe ✓	The English Channel ✓
4	The Thames ✓	The English Channel ✓
5	The Mersey ✓	The Irish Sea ✓ <small>North Sea</small>
6	The Tyne <del>or</del> The Wear ✓	The North Sea ✓
7	The Severn ✓	The Irish Sea ✓ <small>Atlantic Ocean</small>
8	The river Dee ✓	The Irish Sea ✓
9	The Bann ✓	The Atlantic Ocean ✓
10	The Trent ✓	The Irish Sea ✓ The North Sea ✓


8/10

✓ Which atlas did you find most helpful? We found the UK ~~at~~ atlas the most helpful because it labeled rivers <sup>in</sup> very clearly.  
the UK

Identifying the capital cities of Europe.



**Countries of Europe**

Wednesday 8th June 

WALT: use an atlas to name European countries and capital cities.

Capital City = CC

1. Poland	CC: Warsaw	29. Spain	CC: Madrid
2. Germany	CC: Berlin	30. Malta	CC: Valletta
3. Denmark	CC: Copenhagen	31. Vatican City	
4. Belgium	CC: Brussels	32. Luxembourg	CC: Luxembourg
5. Lithuania	CC: Vilnius		
6. Latvia	CC: Riga		
7. Estonia	CC: Tallinn		
8. The Netherlands	CC: Amsterdam / The Hague		
9. Switzerland	CC: Bern		
10. Austria	CC: Vienna	33. Montenegro	
11. Czech Rep. Republic	CC: Prague	CC: Palagica	
12. Slovak Republic	CC: Bratislava	34. England	CC: London
13. Hungary	CC: Budapest	35. Kosovo	CC: Pristina
14. Romania	CC: Bucharest	36. Moldova	CC: Kishinev
15. Slovenia	CC: Ljubljana		
16. Bosnia and Herzegovina	CC: Sarajevo		
17. Croatia	CC: Zagreb		
18. Serbia	CC: Belgrade	37. Ukraine	CC: Kiev
19. Bulgaria	CC: Sofia	38. Finland	CC: Helsinki
20. Macedonia	CC: Skopje	40. Andorra	
21. Greece	CC: Athens	41. Cyprus	CC: Nicosia
22. Italy	CC: Milan	42. Iceland	CC: Reykjavik
23. Russia	CC: Moscow	43. Ireland	CC: Dublin
24. Sweden	CC: Stockholm	44. San Marino	
25. Norway	CC: Oslo	45. Liechtenstein	
26. France	CC: Paris	46. Belarus	CC: Minsk
27. Turkey	CC: Ankara	47. Albania	CC: Tirane
28. Portugal	CC: Lisbon		

✓ Great use of an atlas (map skills)

## Human and Physical Features

Class 5 investigate energy sources around the world. **Human Geography**

Tuesday 24<sup>th</sup> April

WALT: investigating energy sources around the world.

Final H.S. worksheet

What types of energy do we use most of in the UK?

In the UK, our most used energy source, is natural gas (42%), second is all renewable ~~and~~ (24.5%), and then nuclear followed by coal. The gas is burned and made into steam, which powers a turbine to generate electricity. Almost half our energy comes from natural gas alone. About 75% of energy is non-renewable and 25% is renewable. I think we need to change this, because non-renewable can be quite bad for the environment and might pollute. We can definitely use more wind and hydro power at least in the UK.

Top 5 countries that produce...

<b>Coal</b> <ul style="list-style-type: none"><li>• Kazakhstan</li><li>• South Africa</li><li>• Russia</li><li>• Indonesia</li><li>• Australia</li></ul>	<b>Oil</b> <ul style="list-style-type: none"><li>• Russia</li><li>• Saudi Arabia</li><li>• The US</li><li>• China</li><li>• Iran</li></ul>	<b>Gas</b> <ul style="list-style-type: none"><li>• US</li><li>• Russia</li><li>• Iran</li><li>• Qatar</li><li>• China</li></ul>
<b>Wind</b> <ul style="list-style-type: none"><li>• China</li><li>• US</li><li>• Germany</li><li>• Spain</li><li>• India</li></ul>	<b>Hydroelectricity</b> <ul style="list-style-type: none"><li>• Canada</li><li>• Brazil</li><li>• US</li><li>• Russia</li><li>• China</li></ul>	<b>Solar</b> <ul style="list-style-type: none"><li>• China</li><li>• Japan</li><li>• Germany</li><li>• Italy</li><li>• UK</li></ul>
<b>Nuclear</b> <ul style="list-style-type: none"><li>• US</li><li>• France</li><li>• Japan</li><li>• Germany</li><li>• Russia</li></ul>	<b>Biomass</b> <ul style="list-style-type: none"><li>• US</li><li>• Brazil</li><li>• Germany</li><li>• Argentina</li><li>• Indonesia</li></ul>	<b>Geothermal</b> <ul style="list-style-type: none"><li>• US</li><li>• El Salvador</li><li>• Kenya</li><li>• Philippines</li><li>• Iceland</li></ul>


Can you find these top producers on a world map?

Learning about global water issues. **Human Geography**

Knowing how natural disasters can effect people. **Human Geography**


Wednesday 13<sup>th</sup> October 2021  
 WALT: identify how the environment and natural process affect people.

**Houses**




When a house floods it takes a long time to empty it out.  
 The water would carry lots of debris, including twigs, leaves, sticks, mud, and even games.  
 The water would also leave your house full of mould.

**Farming**




When it floods, the crops will fail.  
 All of the livestock would be wasted.  
 They will not be able to use the haybails because if they are wet and soggy, they go mouldy.

**Roads**



It could be a lot of money wasted if your car gets caught in a flood.




Dirty

The land could get flooded and put lots of debris all over the land.


✓ You have thought about the impact of flooding.

Exploring different types of energy. **Human Geography**

Wednesday 29<sup>th</sup> June  
 WALT: identify different types of energy.



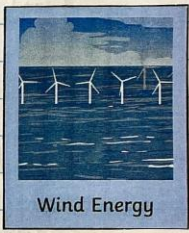
**R**



Solar Energy

Solar energy comes from the sun and can be used to give us heat energy. Solar panels convert the sunlight into electricity.  
 Solar energy: Renewable






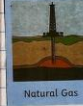

Wind energy comes from the wind and wind turbines can be used to convert wind energy into electricity. This happens by the blades of the turbine spinning at a high speed and this movement creates electricity.  
 Wind & energy: Renewable



Wind Energy

**R**

✓

<p>R</p>  <p>Hydropower energy is energy that comes from moving water. Fast-flowing rivers water coming from rivers moves through turbines in dams generating electricity. Also, big waves at sea can generate electricity. Hydropower energy: Renewable</p>	<p>NR</p>  <p>Oil is found underground and is pumped up to the surface so we can use it. <del>It</del> We burn oil to make electricity for fuel for cars. Oil: Non-renewable.</p>
<p>Geothermal energy comes from <sup>the</sup> heat underground. A geothermal power plant is used to convert the heat into energy. Geothermal energy can be collected from hot water underground or hot magma deep underground. Geothermal energy: Renewable.</p>  <p>R</p>	<p>Nuclear power is made from uranium to make electricity. Uranium is found in the ground so it isn't renewable. Nuclear <del>waste</del> power doesn't produce much waste, so it is a very clean way of generating energy.</p>  <p>NR</p>
<p>Biomass can be obtained by burning natural waste materials to create biofuel. Natural waste materials could include scrap wood, dead trees and <del>waste</del> unused parts of crops. Biomass energy: Renewable.</p>  <p>R</p>	<p>NR</p>  <p>Natural gas is found <del>o</del> underground and is pumped into our homes. The gas we pump from underground will one day run out. Natural gas: Non-renewable.</p>
<p>Coal energy is mined underground and is burned to produce electricity. Coal cannot be replaced so one day we will run out. Burning coal isn't eco-friendly because lots of carbon dioxide gets released into the atmosphere. Coal: Non-renewable.</p>  <p>NR</p>	

Exploring the pros and cons of renewable energy. Human Geography

Monday 4th July 2022

WALT: consider pros and cons of renewable energy.



## Pros

- ✓ Solar panels are cheap to maintain.
- ✓ Renewable energy technologies could create many jobs.
- ✓ Renewable energy won't run out.
- ✓ Unused energy can be sold back to the main national grid.
- ✓ Renewable energy can be used on small or large scales.
- ✓ Renewable energy is eco-friendly.
- ✓ The price of renewable energy won't change.

## Cons

- × It is often expensive to purchase.
- × Usually, the energy is produced at a slower rate.
- × Wind turbines can be noisy.
- × Not all countries can make use of renewable energy sources.
- × Loads of land is required to set up large scale systems to make electricity.
- × Hydroelectric systems can harm wildlife.
- × Wind turbines can only be used if the weather is suitable.

Good reasoning  
Where do you think our energy comes from?

Learning about nuclear energy during their trip to Hinkley Point C. **Human Geography**

# Hinkley

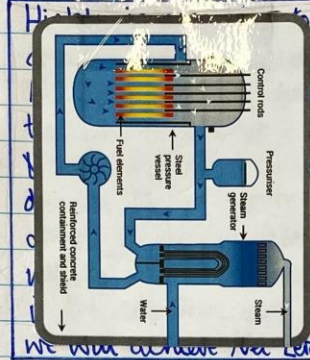
8/7/2022



## Point Trip

We visited Hinkley C and saw how they generate electricity for people to use without harming the planet. Hinkley is preparing to use uranium as an energy source because it produces very little CO<sub>2</sub> and emissions waste.

\*are planning to  
Great effort.



When we first arrived at Hinkley C, I was amazed at how big it was! It was cool seeing them build the structures we are soon getting electricity from.

\*going to get

- Facts**
1. Hinkley generates electricity for 6 million people.
  2. The fuel used in the reactors is called Uranium 235.
  3. It only takes 2 seconds to shut a reactor down!

big cars

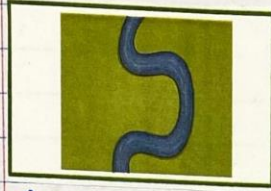


Good fact finding from Hinkley generates electricity when the uranium creates heat in the pressure vessel and the water creates steam from the heat which turns the turbines generating electricity from the uranium.

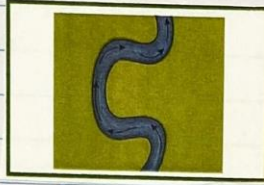
Learning about the main features of a river. **Physical Geography**

Monday 11th October

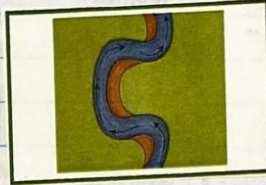
WALT: Identify key features of a river



This is a river meandering, a meander is where the river takes the longest route.



Water is faster on the outside than on the inside.



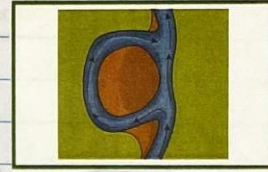
The water is faster, it causes erosion.



Where the river is slow, it drops of sediment.



Erosion starts to happen and the meander grows.



Over time, the river pushes through the land and makes a new course.



The meander gets narrower, and keeps pushing.



The sediment continues together to gather making a oxbow lake.

✓ Good use of topic vocabulary.

## Delta

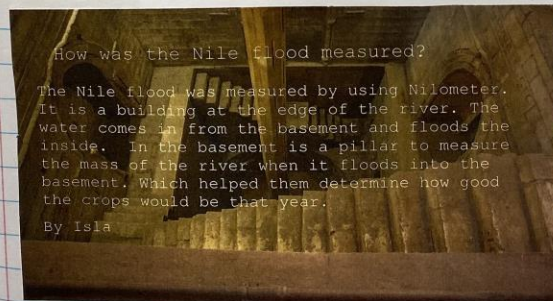
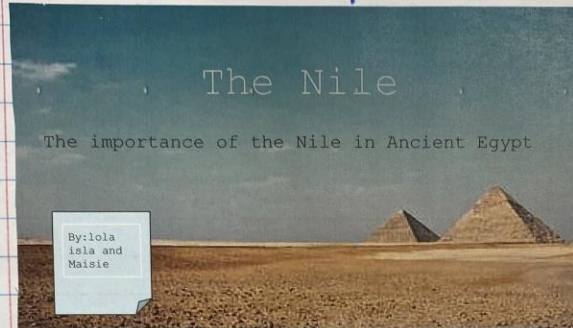
If you are a farmer a delta is a spectacular place to live. It is full with rich, fertile soil which is great for farming. The only downside is that deltas flood a lot. You would also need a boat because the only land in a delta is tiny islands. You also would need a lot of flood protection because even the islands are constantly wet and muddy. There are four main types of deltas classified by the processes that control the build up of silt: wave-dominated, tide-dominated, Gilbert deltas and estuarine deltas. A delta is a wetland area that forms as rivers, river waters empty into a large body of water. Often, deltas look triangular shape.

## Waterfall

\* If you live next to a waterfall there are a lot of advantages but there are also quite a lot of negatives. Waterfalls are a beautiful part of nature, and is a lovely sight to see. If you are situated next to a small waterfall it is a lovely place to have a swim. If you are trying to get to sleep a waterfall may not be a good place to be. Waterfalls are constantly noisy due to the ~~and~~ impact the water makes when it comes crashing down. Over time the waterfall will push back against the weaker rocks at the bottom. Eventually it will become a gully. The process of this is called erosion.

Monday 15th November

WAT: research and present information about the ideas, beliefs and attitudes of people in the past



How was the Nile used for transport of people and goods?

The River Nile allowed people and goods to move across distances long and short. Historical Egyptian watercraft had a high stern and bow, equipped with cabins at both ends. The ships were used to transport the massive blocks of stone that were used to build the pyramids, temples and cities along the river.

By Maisie

#### Facts on the river Nile

The river Nile is the longest river in the world.

The river Nile flows into the Mediterranean sea.

Its average discharge 3.1million litres of water.

It is 6695 kilometers long.

The river Nile produce 680000 gallons per second.

By isla

Understanding the stages of the water cycle. **Physical Geography**

Monday 28<sup>th</sup> November

W.A.I.: Explain the water cycle using technical vocabulary.

Add the words to the diagram:

evaporation ✓

transpiration ✓

warm air rises ✓

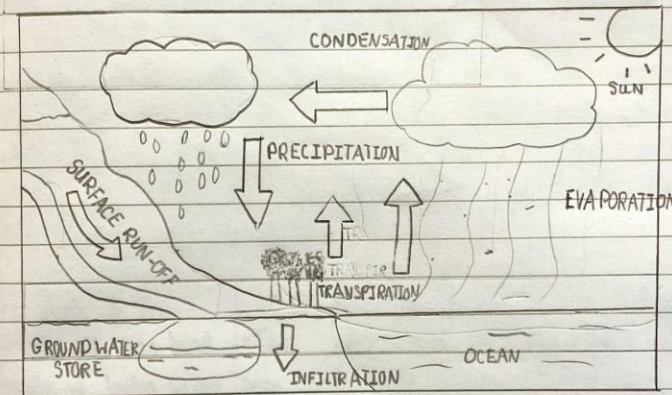
condensation

precipitation ✓

surface run-off

infiltration

ground water store



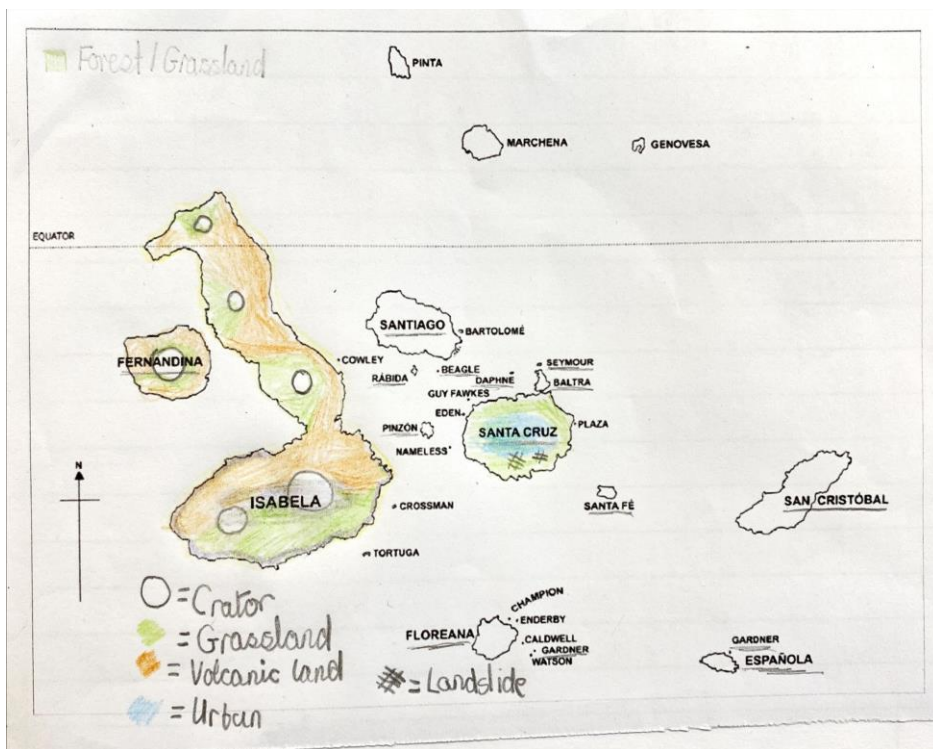
### The water cycle

The water cycle is the journey of water from ocean to rain, and so on. The first step of the water cycle is evaporation. This is where the water from oceans, lakes, rivers and streams is turned into gas (water vapour) by the sun, making it also warm air. Also, the water any form of plant stores also evaporates into the air, (again being warm air) which is called transpiration. Next, all the warm air from rivers, seas, lakes and plants rises up where it is very cold, and ~~me~~ This is called condensation, like in your shower. Once the clouds (condensation) have absorbed all the water they can, gravity pulls it down as rain, hail, sleet or snow. This is called precipitation, like a fancy word for rain. After precipi-

Identifying features of of biomes and where they are in the world. Children then linked this to the Galapagos Islands. **Physical Geography**

Monday 9th January  
WALT: Identify features of biomes.

	<p>Climats: Unbearably hot, rarely rains, but when it does it Monsoons  Plants: Grasses, small bushes, cacti / Cactuses  Animals: Desert rodents, lizards, lizards, Fence Foxes, snakes.</p>
	<p>Climats: Wet, Humid, Monsoon-type  Plants: Vines, Giant Lilly pads, palms  Animals: Cobra (Snakes), tigers, blue Morpho butterfly, Lemurs, Monkeys, Frog, spider dust frog</p> <p><i>Note: Equator (Greatest Biodiversity)</i></p>
	<p>Climats: Hot/Cold, not boiling and not freezing.  Plants: Ferns, shrubs, oaks, Elm, sycamore  Animals: Birds, Badgers, foxes, weas, Bees + Wasps, Deer, frogs.</p>
	<p>Climats: Cold, icy  Plants: Redwood, pine evergreen.  Animals: Sika, foxes, deer, mink, bears, moose</p>
	<p>Climats: Snowy/rocky  Plants: shrubs and Grasses, heath  Animals: Mountain Goats, sheep, birds, Marmots  Land: Frozen, rocky, marshy, icy  Questions: Does it rain?  Between <math>-7^{\circ}</math> to <math>15^{\circ}</math> What is the highest point of Alpine  Permanent day/night Tundra?</p>
	<p>Climats: Temperate, Quite hot, Dry?  Plants: Shrubs, Grasses, trees  Animals: Mice, foxes, rats, Buffalo, Guinea pig  Land: Grassy, flat-like</p> <p><i>Note: Not enough rain for trees, too much water for weat</i></p>
	<p>Climats: Hot, Dry, not much rain  Plants: Flat trees, Grasses, shrubs  Animals: Mandrill, Elephants, lions, Giraffe</p> <p><i>Note: Good effort (NP)</i></p>



## Map Skills

Use 6 figure grid references. **Using Maps**

**Flornie**

**WHERE'S WHAT?**

**Use 6 figure grid references on an OS map**

- Use an Ordnance Survey map
- Give the most accurate six-figure grid reference you can for:

- pub in Bramton **487364**
- milestone near Wootton **478319**
- pub in Steeton **512331**
- bridge to the south of Bramton **487348**
- Hislop Farm **478378**
- church in Wootton **474327**
- viewpoint NW of Leyburn **494379**
- telephone kiosk in Steeton **508329**
- radio mast near Wootton Woods **468382**
- church in Yaxby **529349**

**Legend:**

- PH Public House
- car park
- MS milestone
- bridge
- viaduct
- electricity line
- footpath
- contour sight
- view point
- church with spire with tower

**Table:**

Location	6 Figure grid reference	Symbol?
Buckingham Palace	289797	
Houses of Parliament	305795	
Nelson's Column	299805	x symbol
Kensington Palace	259803	
Big Ben	303795	x symbol
Westminster Abbey	301793	
National Gallery	298805	
London Eye	3057989	
Tower Bridge	338805	

*You have used 6 figure grid references on an OS map.*

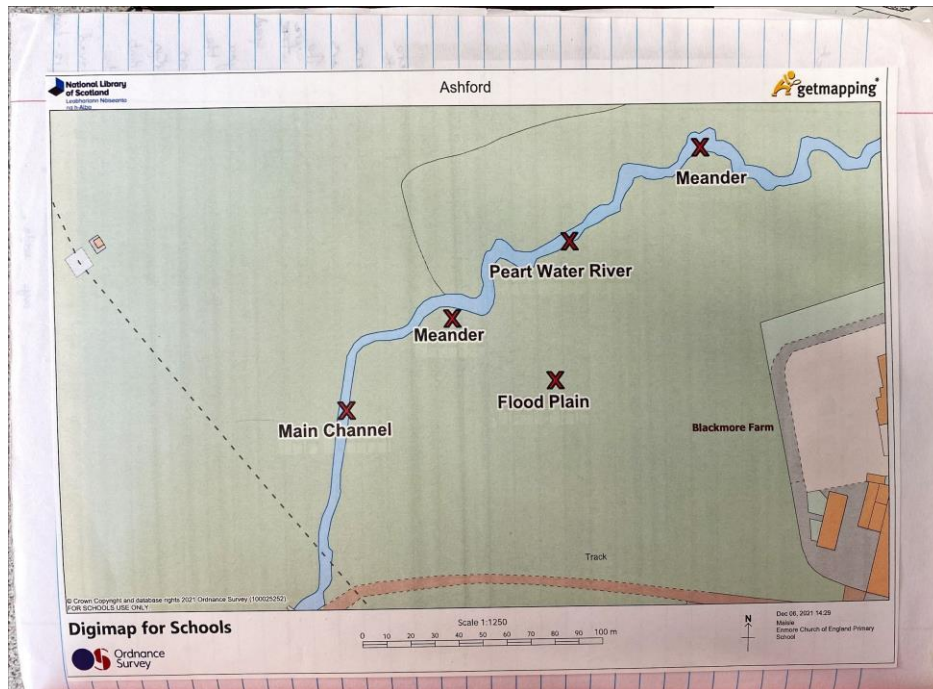
Locating key river features and places important to their fieldwork on an OS map. **Using Maps**

**Digimap for Schools**

Scale 1:31498

0 0.4 0.8 1.2 1.6 2 2.4 2.8 3.2 3.6 4 km

Dec 08, 2021 14:39  
Flornie  
Enmore Church of England Primary School



Using atlases to investigate world rivers. **Using maps**

Monday 14<sup>th</sup> November



WALT: use atlases to investigate world rivers.

What other sources could you use?

River	Source	Countries or its course	Length	Mouth	Tributary
Amazon	Andes Mountain Range	Brazil Peru, Bolivia Ecuador Colombia Venezuela	6450 km	Brazil - Atlantic Ocean	Negro Tapajos Madrim Xingu Tocantins
Nile	Lake Victoria? Ethiopian Highlands?	Egypt Sudan South Sudan Ethiopia Uganda Tanzania	6695 km	Egypt - Mediterranean Sea	Blue Nile White Nile
Congo	Democratic republic of Congo. Lake Tanganyika?	Congo Democratic republic of Congo	4670 km	Democratic Republic of Congo - Atlantic Ocean	None
Volga River	Mont Blanc?	Germany Netherlands Switzerland France		Netherlands North Sea	None
Murray Darling	Great Dividing Range	Australia		Australia Southern ocean	Murray + Darling
Rio Grande	Rocky Mountains North America	Mexico United States of America		Gulf of Mexico - USA	None

Having previously looked at atlases, children located major rivers of the world from memory. **Using maps**

Using a range of maps and atlases to locate rivers in Somerset. **Using maps**

Thursday 9th September 2021

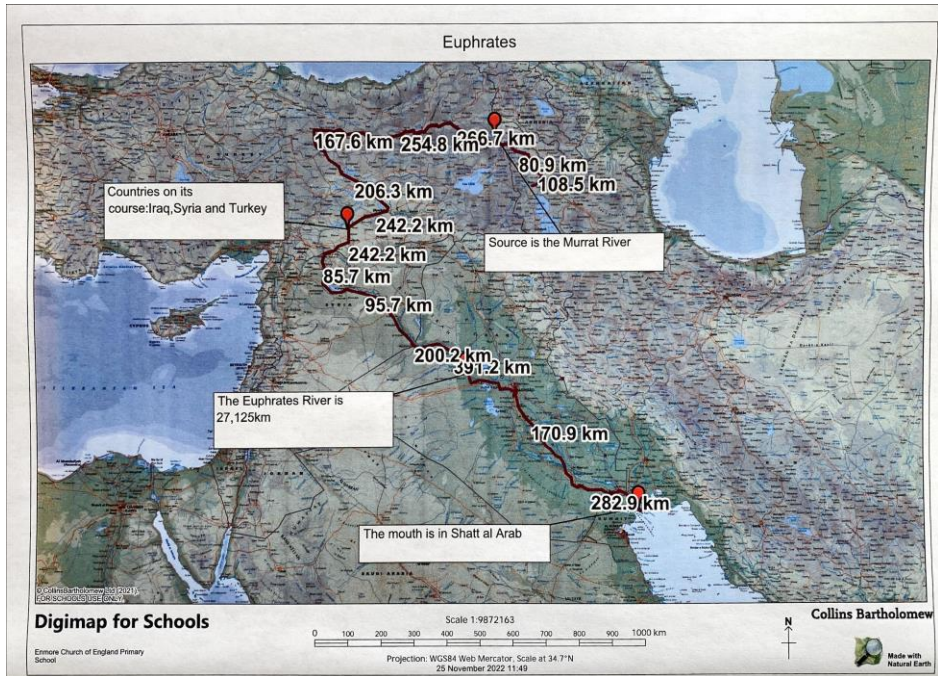
WALT: identify local ~~the~~ rivers in Somerset using a range of maps and atlases.



✓ You can identify local rivers on a map using internet maps (Google Earth).



Using digimaps to measure the length of a major river from its source to its mouth. **Using maps**



Drawing sketch maps of increasing complexity. **Making Maps**



Using OS map symbols. **Making Maps**

LO: I can identify a range of OS map symbols

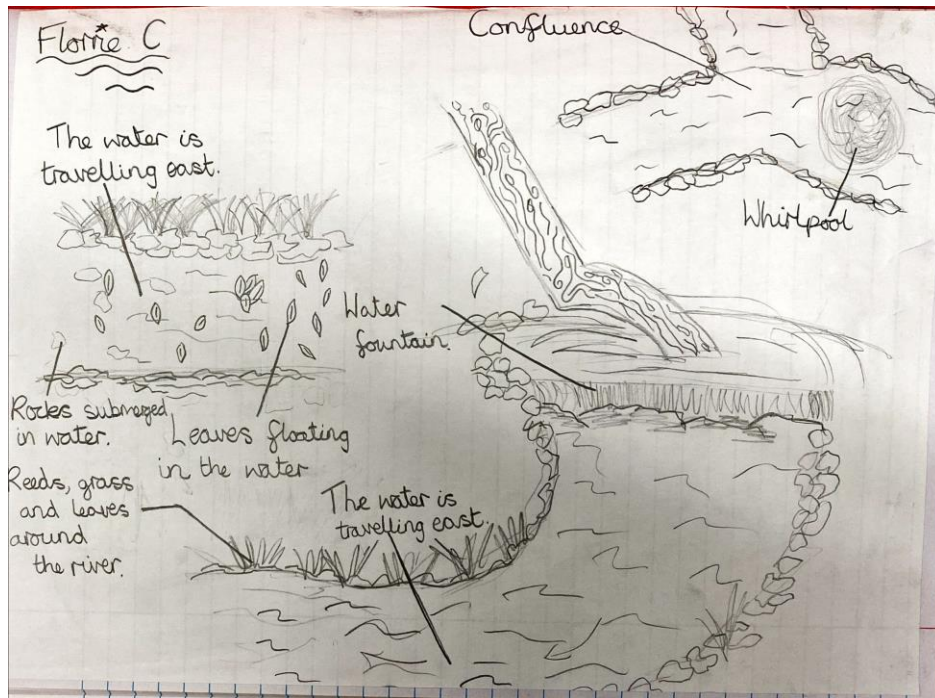


Meaning	Number	Picture
Footpath	71 3	Footprint ✓ <del>?</del> ? Paved ✓
Motorway	7	Motorway ✓
Recreational path	3 1	Two diamonds ✓
Woods (Non-coniferous)	22	Lots of trees! ✓
Youth Hostel	29	△ Triangle ✓
Mast	31	Lighting on top of a triangle ✓
Orchard	21	Lots of trees! ✓
Wind turbine	33	Wind turbine ✓
Church with tower	35	✚ ✓
Camp and caravan site	41	Tent and caravan ✓
View point	42	Blue beams ✓
Site of Historic Importance	53 37	Castle of? ✓
Parking	43	☐ ✓
Public phone	45	Telephone ✓
Nature reserve	51	Blue duck ✓
Battle site	38	T <sup>w</sup> swords ✓
Historic Scotland	<del>53</del> 52 53	of Castle ✓
English Heritage	54 55	Acorn Tree Gate ✓
National Trust	54	Tree with acorns ✓
Toilets	59	A man & a woman with a bike ✓
Water Activity site	61	Person sailing ✓
Sailing site	64	Boat on sea ✓
Boat hire	68	Boat on a triangle ✓
Pub	67	Glass of drink ✓
Preserved Railway	69	Train ✓
Theme park	70	Carousel ✓
Walk/trail	71 ✓	✚ ? Footprint? ✓
Mountain bike trail	72	Someone riding a bike ✓
Abbey/Cathedral	80	✚ ✓

✓ Great effort!

## Fieldwork Skills

Using sketches as evidence of observations made during fieldwork studies at Ashford Reservoir.



Using graphs to display the data collected during river fieldwork.

Investigating the biodiversity of creatures in the school environment.

**Field study: Classification of animals in our school environment.**

Habitat	on trees/shrubs/hard ground    in soil/grass    under rocks/leaves
Equipment	spade/trowel / container/tray/magnifying glass/clipboard/ spoon/notebook/paper/tweezers
Predictions	We think we will find... <i>Earthworms, woodlice, millipedes/centipedes, slugs, earwig.</i>

Map

Map of location- mark on map

**Legend**

- Canopy
- Hard Paved area
- Building
- Soft paved area
- Out of Bounds area
- Stairs
- Small path
- Wall
- Fence
- High fence
- Gate
- Bench
- Manmade feature
- Open land
- Thick trees/flower beds
- Hedge
- Single Large Tree
- Bush
- Tree stump
- Earth bank

Scale 1:500

Description of micro habitat *Tree = lots of leaves on the ground to look under, crevices, mud to dig through.*

Sketch + photo

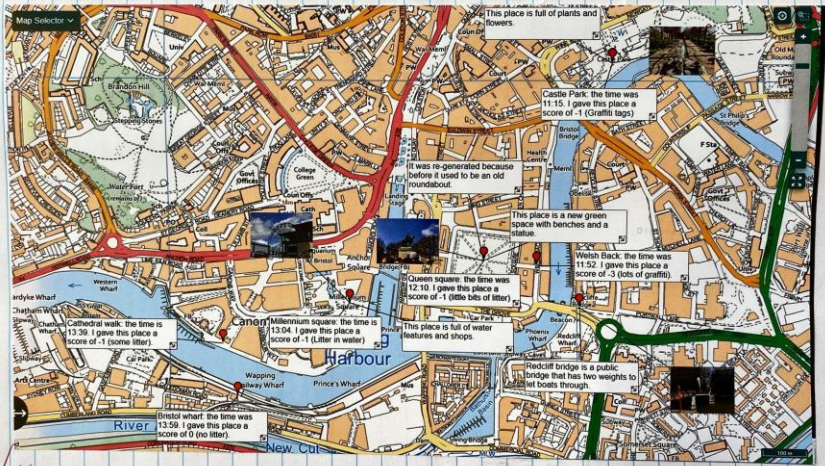
Description of creature

*✓ You have completed a field study.*

*Gordon the Worm cold blooded  
greyish  
Extend  
black skin • can body.  
part of his body that  
has is pink - we think  
it is where he has  
healed when he has  
been squished in half (ouch).*

*Geoffery Geoffery the Snail  
interesting shell pattern  
slimy trail • mollusc  
slow • <sup>live on</sup> land  
can hide in its grey  
shell.  
can climb*

Exploring the regeneration of areas in Bristol.



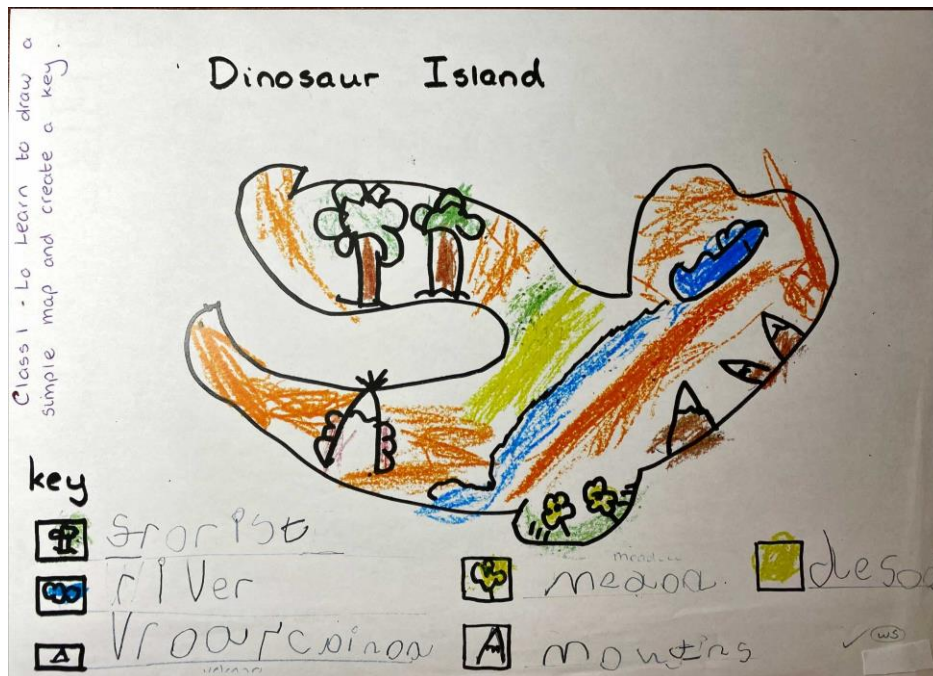
✓ You have presented your fieldwork findings on a digital map.



Subject Impact

# Impact

This is an example of a child working @ARE in Reception.



This is an example of a child working @ARE in Year 1.

28.09.20

WALT: Be able to use maps at a variety of scales to locate the position and simple geographical features of my home country.



My school is in the village of

Enmore

The nearest town is

Bridgwater

It is the county of

Somerset

The country you find it in is called

United Kingdom

The continent is called

Europe

Can you colour in where the United Kingdom is?



Super research!

This is an example of a child working @ARE in Year 2.

This is an example of a child working @ARE in Year 3.

Monday 14th June

What would you find at an airport?

waiting area, bags, cafe, shops, human security, security, bag reclaim, luggage security, check in desk, departure lounge, screens.

Arrivals	Departure	Both
luggage reclaim	check in desk	toilets
security	shops	telephone
luggage scan	luggage drop	taxi rank
the stop	cafe	bags
	departure gate	luggage

Exeter Airport

Exeter Airport is split into two buildings, Arrivals and Departures.

Bus Stop

Bus Stop: Arrivals passengers stay in the same building but different floors.

The image shows a detailed terminal map of Exeter Airport. The map is oriented vertically with the 'Arrivals' building at the top and the 'Departures' building at the bottom. Key areas labeled include: Arrivals, Executive Lounge, Waiting, Boarding Gate 5, Boarding Gate 1, Boarding Gate 2, Boarding Gate 3, Boarding Gate 4, Boarding Gate 6, Boarding Gate 7, Boarding Gate 8, Boarding Gate 9, Boarding Gate 10, Boarding Gate 11, Boarding Gate 12, Boarding Gate 13, Boarding Gate 14, Boarding Gate 15, Boarding Gate 16, Boarding Gate 17, Boarding Gate 18, Boarding Gate 19, Boarding Gate 20, Boarding Gate 21, Boarding Gate 22, Boarding Gate 23, Boarding Gate 24, Boarding Gate 25, Boarding Gate 26, Boarding Gate 27, Boarding Gate 28, Boarding Gate 29, Boarding Gate 30, Boarding Gate 31, Boarding Gate 32, Boarding Gate 33, Boarding Gate 34, Boarding Gate 35, Boarding Gate 36, Boarding Gate 37, Boarding Gate 38, Boarding Gate 39, Boarding Gate 40, Boarding Gate 41, Boarding Gate 42, Boarding Gate 43, Boarding Gate 44, Boarding Gate 45, Boarding Gate 46, Boarding Gate 47, Boarding Gate 48, Boarding Gate 49, Boarding Gate 50, Boarding Gate 51, Boarding Gate 52, Boarding Gate 53, Boarding Gate 54, Boarding Gate 55, Boarding Gate 56, Boarding Gate 57, Boarding Gate 58, Boarding Gate 59, Boarding Gate 60, Boarding Gate 61, Boarding Gate 62, Boarding Gate 63, Boarding Gate 64, Boarding Gate 65, Boarding Gate 66, Boarding Gate 67, Boarding Gate 68, Boarding Gate 69, Boarding Gate 70, Boarding Gate 71, Boarding Gate 72, Boarding Gate 73, Boarding Gate 74, Boarding Gate 75, Boarding Gate 76, Boarding Gate 77, Boarding Gate 78, Boarding Gate 79, Boarding Gate 80, Boarding Gate 81, Boarding Gate 82, Boarding Gate 83, Boarding Gate 84, Boarding Gate 85, Boarding Gate 86, Boarding Gate 87, Boarding Gate 88, Boarding Gate 89, Boarding Gate 90, Boarding Gate 91, Boarding Gate 92, Boarding Gate 93, Boarding Gate 94, Boarding Gate 95, Boarding Gate 96, Boarding Gate 97, Boarding Gate 98, Boarding Gate 99, Boarding Gate 100. Other areas include: Airport, Daycare Shop, Departure Lounge, Cafe Bar, Restaurant, Security, Baggage Reclaim, Customs, Immigration, Arrivals, Departures, Bus Stop, Car Park, and Taxi Rank. The map also shows various services like ATMs, Information, and Lost & Found.

This is an example of a child working @ARE in Year 4.

Tuesday 22nd June 2021

How is the UK different to Brazil?

The UK is different to Brazil in many different ways. Just like how 211 million people live in Brazil and over 63 million people live in the UK. We are going to investigate how Brazil and the UK have differences and then similarities.

The UK's differences

The UK has a lot of differences. Our main language is English and another one is Scottish. Also, we export gas, oil and coal.

Our size is only 248,000 km<sup>2</sup> which is pretty small for a country like this. Our longest river is the River Severn which flows through England & Wales. Our mountains are not tall but our tallest is Ben Nevis.



Brazil's differences

Brazil has a lot of differences. Brazil's main language is Portuguese. Also, Brazil exports iron ore, coffee, sugar and soy beans.

Brazil's size is 8.5 million km<sup>2</sup> and it is the 5<sup>th</sup> largest country in the world.

Brazil's longest river flows through 4 countries. Brazil's tallest mountain(s) is a range called the Andes.



**BRAZIL**

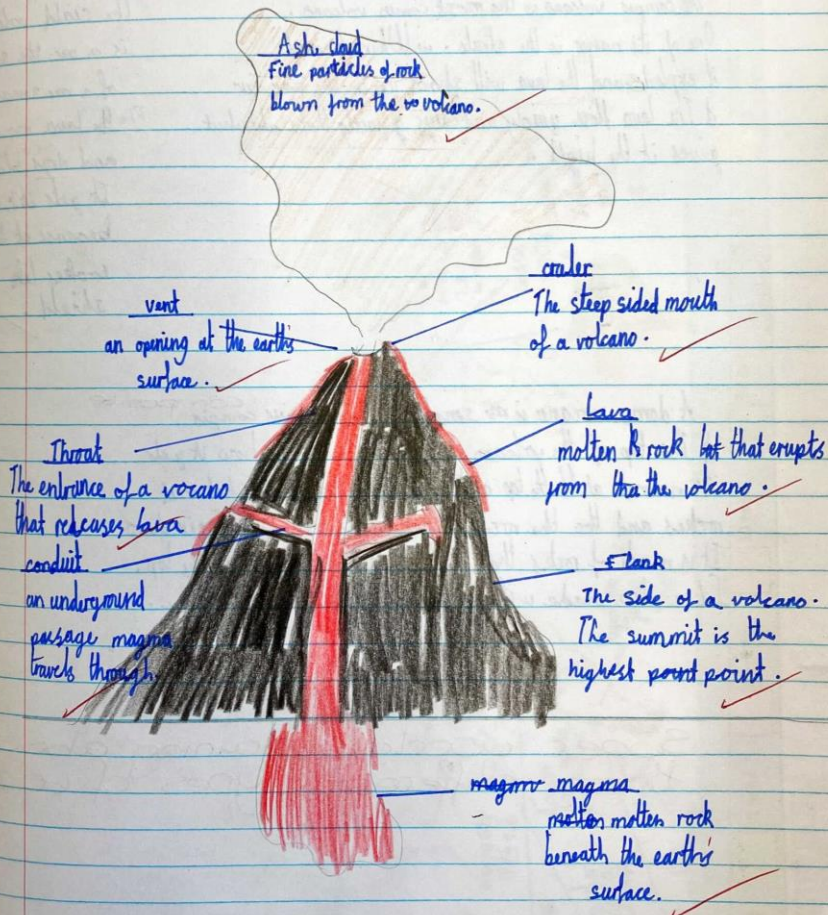
Similarities

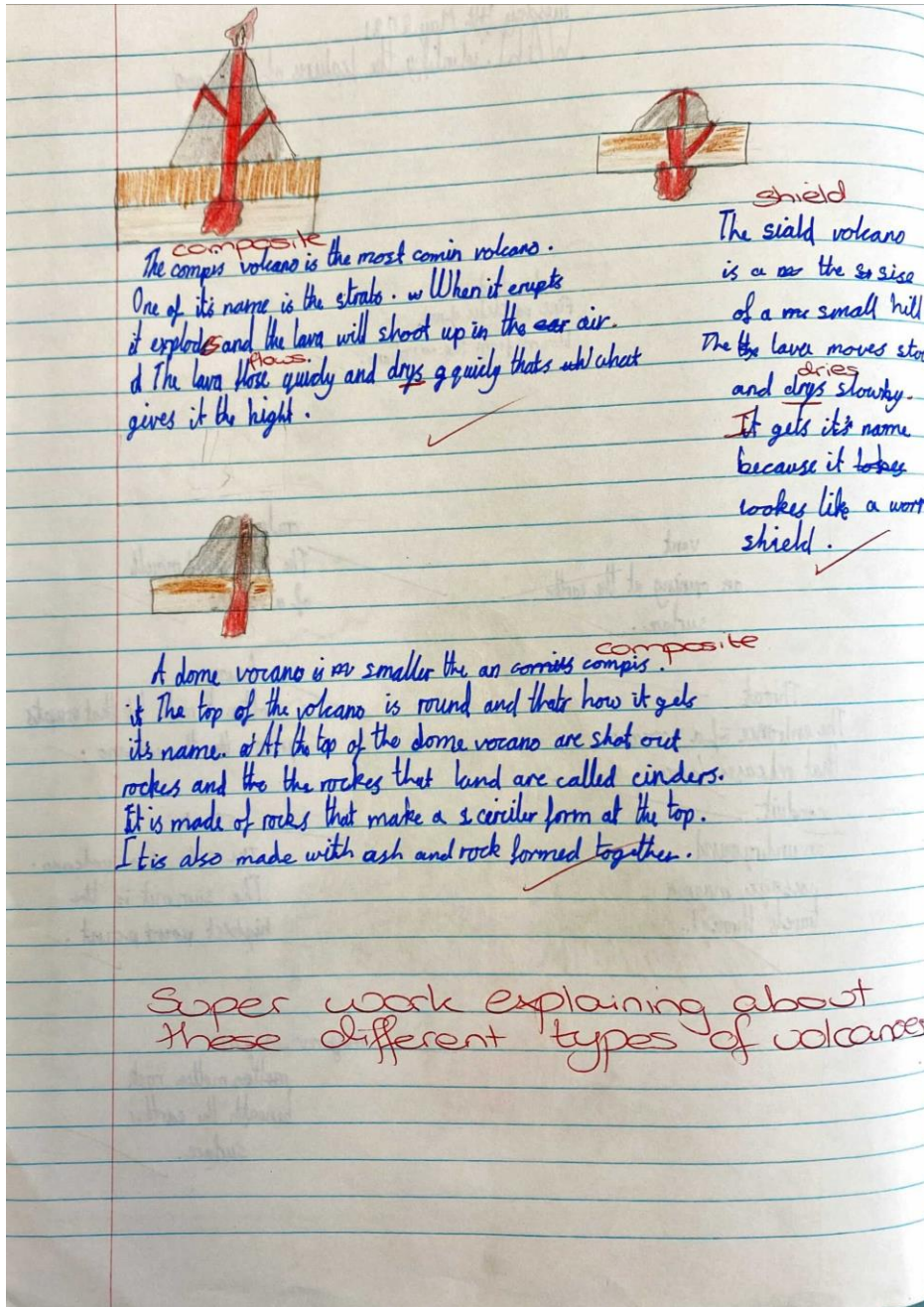
The UK & Brazil have a bit in common. They both have rural areas, both of the countries speak English and we both sell iron ore. There are more like we both have enough room for businesses, were both surrounded by the Atlantic and we both have mountains.

This is an example of a child working @ARE in Year 5.

Tuesday 4th May 2021

WAb: identify the features of a volcano





This is an example of a child working @ARE in Year 6.

Subject Monitoring Interview

Class 5

What is Geography?

*Geography is a study of what the world is made of and the different features that make the world liveable.*

*Geography is the study of features of our world and how things are man-made or not man-made.*

*Geography is about how people have changes and it is about the world.*

*Learning about countries and landmarks.*

*Geography is where you learn about the world. You also learn about rivers, mountains, volcanoes and other things like that. You also look at maps.*

*Geography is a fun subject where you learn about the world and the things that happen in our world.*

*Geography is a subject on all things like landscapes including buildings.*

*Geography is learning about the world.*

### **Why is learning Geography important?**

*So that you can know the world a little better.*

*So you know where to go and what it's like there.*

*Because you learn about lots of different things around the world.*

*It is important because it teaches you about the world.*

*So you know what it's like in different parts of the world.*

*It is important because if we didn't do it then we would not know how to use a map or compass.*

*Because it teaches you about the world and its features.*

*It gives you knowledge of the world.*

### **Can you remember a skill or key fact you have learnt this year?**

*Rivers always join up to the sea.*

*The longest river is the River Nile.*

*Rivers go at different speeds.*

*How to use a compass.*

*Copenhagen is the capital city of Denmark.*

*How to use an atlas and different types of maps.*

*The Nile is the longest river and the Amazon is actually the widest.*

*The river flowing into the sea is called the mouth.*

**What were you learning about on your fieldwork?**

*How Bristol has been regenerated.*

*How clean different parts of the city were.*

*How different places in Bristol have changed and how they have been affected.*

*Cleanliness, regeneration of places in Bristol.*

*Different locations in the area (Bristol) and how to use a map.*

*How Bristol has changed.*

*Bristol – how the past has changed and what remains of it.*

**Did your fieldwork help you develop your learning and understanding?**

*It helps you understand because you are there in person.*

*It helped because we could actually see what had changed.*

*It helped me with learning because we could see it.*

*I think that it helped because we were actually there but in the classroom you're not there so it's harder to describe.*

Class 4

**What is Geography?**

**Why is learning Geography important?**

*Geography is important because it helps us name and map places on a map/atlas.*

*Because you can learn about other places in the world.*

*Since Geography is about the world and places and we need to learn about where we live.*

*So you know where countries are.*

*So we can use a map and know where you are on a map if you are lost.*

*It teaches you about the world and things around us.*

*Because it teaches us about our surroundings and the world.*

**Can you remember a skill or key fact you have learnt this year?**

*To use a key with maps.*

*There are underwater mountain ranges.*

*How to map places on Digimaps.*

*I have learnt about how people in different countries have very different lives.*

*Using maps to locate landmarks in Paris.*

*Mountains are formed where plates crash into each other under the earth.*

*Mapping coordinates on grid squares.*

*Volcanoes can erupt in different ways.*

**What were you learning about on your fieldwork?**

*Looking at houses around Enmore from different times.*

*We walked around the village and learned how it has developed in the past.*

*We learnt about how the village has changed over the years.*

*Learning about the history of Enmore and what buildings were before modern Enmore.*

**Did your fieldwork help you develop your learning and understanding?**

*I found it easier outside so I can see it and then I would understand it better.*

*We could see it with our own eyes.*

*It helped me develop. It helped going out on a fieldtrip because you see everything.*

*Class 3*

**What is Geography?**

*Geography is about the world and its countries.*

*The continents.*

**Why is learning Geography important?**

*Because you learn more things about the world.*

*I think Geography is important because it is about the world.*

*Learning Geography is important because we need to know about places.*

*Because when you grow up and you want to be a Geography teacher you will know.*

**Can you remember a skill or key fact you have learnt this year?**

*The capital city of Wales is Cardiff.*

*How to read a map.*

*A continent is Asia.*

**What were you learning about on your fieldwork?**

*I was learning about chocolate.*

*We were learning about chocolate when we went to Asda.*

Class 2

**How do you know it's Geography?**

*Things that are made and things that are growing.*

*Where things are in the world.*

*Learn about maps.*

**Why is learning Geography important?**

*Learn about what is in the world.*

*Learn about different places and other things.*

*If you want to go somewhere in a boat or a plane, to help you get there.*

**What Geography topics have you learnt this year?**

*Learning about Africa.*

*Our World.*

*Natural features.*

*Cities, skyline pictures- New York*

**Are there any special words your teacher uses in Geography?**

*Human features.*

*Continents.*

*Natural features.*

*Places.*