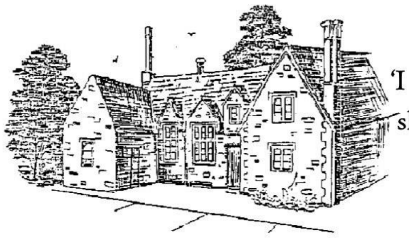
Enmore Church of England Primary School

'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.

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.

Vision

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*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.*

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**
	• *name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.* • *Name and locate the world's seven continents and five oceans.*	• *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.*	• *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.* • *Use basic geographical vocabulary to refer to:* • *Beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather* • *City, town, village, factory, farm, house, office, port, harbour and shop.*
Class 1	• Know the names of the four countries that make up the UK.	• Know features of hot and cold places in the world. • Know where the equator, North Pole and South Pole are on a globe.	• Know which is the hottest and coldest season in the UK. • Know and recognise main weather symbols.
Class 2	• Know the names of the four countries that make up the UK and name the three main seas that surround the UK. • Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland. • Know the names of and locate the seven continents of the world. • Know the names of and locate the five oceans of the world.	• Know the main differences between a place in England and that of a small place in a non-European country.	• Know the main differences between a city, town and village. • Identify the following physical features: mountain lake, island, valley, river, cliff, forest and beach. • Explain some of the advantages and disadvantages of living in a city or village.

Geography: Key Stage 1

Map skills and Fieldwork skills

- *Use world maps, atlases and globes*
- *Use simple compass directions*
- *Use aerial photos, construct simple maps*
- *Undertake simple fieldwork within the school locality*

Class 1	**Map Skills** **Using Maps:** • Use a simple picture map to move around the school. • Use relative vocabulary such as bigger, smaller, like, dislike. • Use directional language such as near and far, up and down, left and right, forwards and backwards. **Map Knowledge:** • Use world maps to identify the UK in its position in the world. • Locate on a globe and world map the hot and cold areas of the world including the Equator and the North and South Poles. **Making Maps:** • Draw basic maps, including appropriate symbols and pictures to represent places or features. • Draw or make a map of real or imaginary places. • Use photographs and maps to identify features.	**Fieldwork Skills:** **Gather Information:** • Use basic observational skills. • Draw simple features. • Ask and respond to basic geographical questions. **Sketching:** • Create plans and draw simple features in their familiar environment. **Audio/Visual:** • Recognise a photo or a video as a record of what has been seen or heard. • Use a camera in the field to help to record what is seen.
Class 2	**Map Skills:** **Using Maps:** • Follow a route on a map. • Use simple compass directions (North, South, East, West). • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. **Map Knowledge:** • Use maps to locate the four countries and capital cities of UK and its surrounding seas. • Locate and name on a world map and globe the seven continents and five oceans. **Making Maps:** • Draw or make a map of real or imaginary places (e.g. add detail to a sketch map from aerial photograph). • Use and construct basic symbols in a key.	**Fieldwork Skills:** **Gather Information:** • Use basic observational skills. • Carry out a small survey of the local area/school • Draw simple features. • Ask a familiar person prepared questions • Use a pro-forma to collect data e.g. tally survey • Ask and respond to basic geographical questions. **Sketching:** • Create plans and draw simple features in their familiar environment. • Add labels onto a sketch map, map or photograph of features. **Audio/Visual:** • Recognise a photo or a video as a record of what has been seen or heard. • Use a camera in the field to help to record what is seen.

Geography: Key Stage 2

Locational Knowledge

	• *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.*	• *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.*	• 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).
Class 3	• Know the names of and locate at least eight European countries.	• Know the name of and locate at least six cities in England.	• Know the names of four countries from the southern and four from the northern hemisphere.
Class 4	• Know and locate the names of and locate at least eight major capital cities across the world.	• Know the names of and locate at least eight counties in England. • Know where the main mountain regions are in the UK.	• Know where the equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on a world map. • Know what is meant by the term 'tropics'.
Class 5	• Know the names of a number of European capitals. • Know the names of, and locate, a number of South OR North American countries.	• Know, name and locate the main rivers in the UK.	• Know about time zones and work out differences.

Geography: Key Stage 2

	Place Knowledge	Human and Physical Geography	
	• *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.*	• *Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.*	• 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.
Class 3	• Know at least five differences between living in the UK and a Mediterranean country.	• Know the names of and locate some of the world's deserts.	• Know why most cities are located by a river.
Class 4	• Know key differences between living in the UK and in a country in either North or South America.	• Know what causes an earthquake. • Label the different parts of a volcano. • Know the names of a number of the world's highest mountains. • Know layers of a rainforest and know what deforestation is.	• Know why countries need trade links with other countries.
Class 5	• Know key differences between living in the UK and in a country in either North or South America.	• Know what is meant by biomes and what are the specific features of a specific biome. • Know and label the main features of a river. • Know the name of and locate a number of the world's longest rivers. • Explain the features of a water cycle.	• Know about time zones and work out differences.

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 Ordinance 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 3

Map Skills:

Using Maps:
- Follow a route on a map with some accuracy, e.g. plan a journey within the UK, using a road map.
- Locate places using a range of maps including OS & digital.
- Begin to match boundaries (e.g. find same boundary of a country on different scale maps).
- Use 4 points of a compass, and letter/number co-ordinates to identify features on a map. Begin to use 4 figure grid references.
- Compare maps with aerial photographs.

Map Knowledge:
- Locate the UK on a variety of different scale maps.
- Learn about the lines of latitude and longitude.
- Can locate the Equator and Greenwich-Meridian.
- Locate Europe on a large scale map or globe.
- Name and locate countries in Europe (including Russia) and their capitals cities.

Making Maps:
- Try to make a map of a short route experiences, with features in order.
- Create a simple scale drawing.
- Use standard symbols, and understand the importance of a key.

Fieldwork Skills:

Gather Information:
- Ask geographical questions.
- Use a simple database to present findings from fieldwork.
- Record findings from fieldtrips.

Sketching:
- Draw an annotated sketch from observation including descriptive / explanatory labels.
- Begin to indicate direction on sketch maps.

Audio/Visual:
- Select views to photograph.
- Add titles and labels giving date and location information.
- Consider how photos provide useful evidence and use a camera independently.

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 Ordinance 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 Ordinance 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:

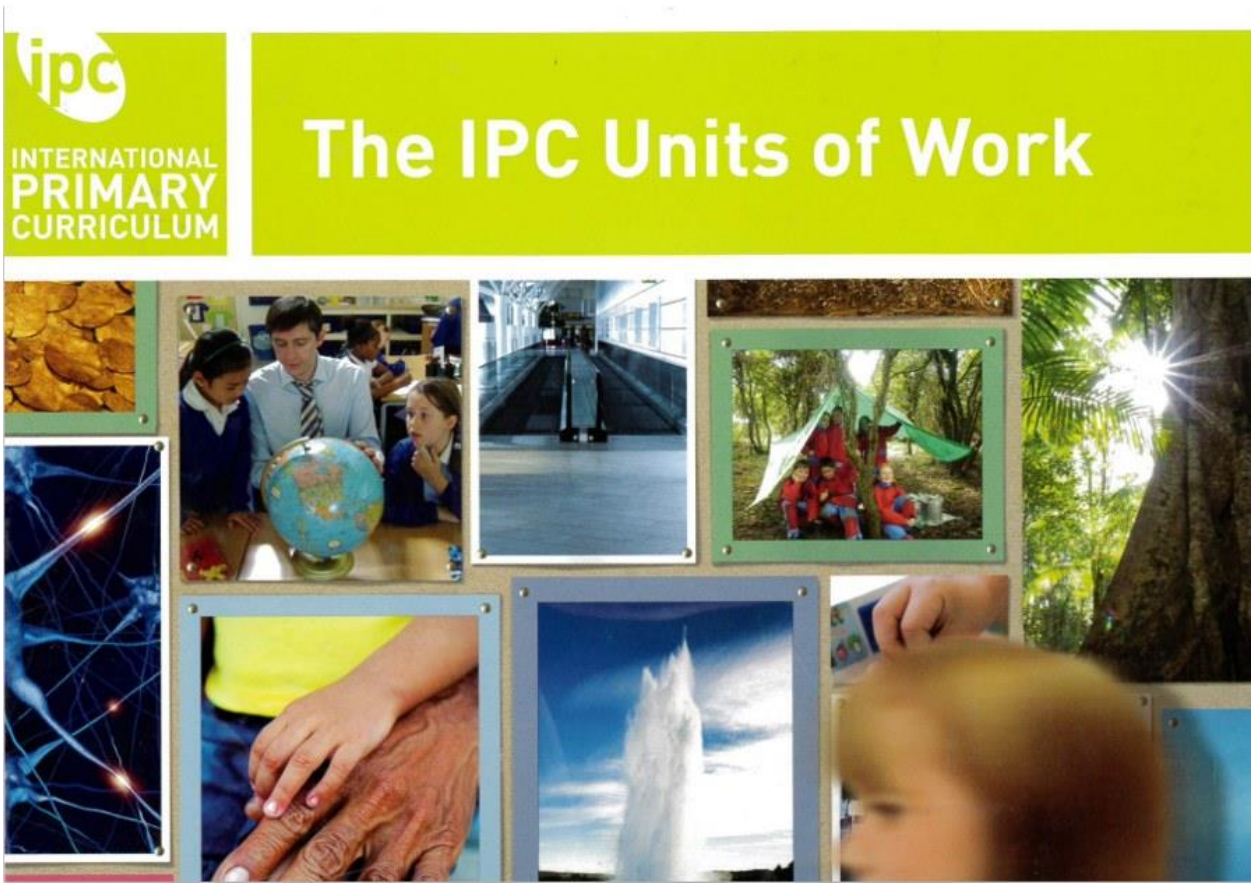
- Evaluate their sketch against set criteria and improve it
- Use sketches as evidence in an investigation.
- Annotate sketches to describe and explain geographical processes and patterns.

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.

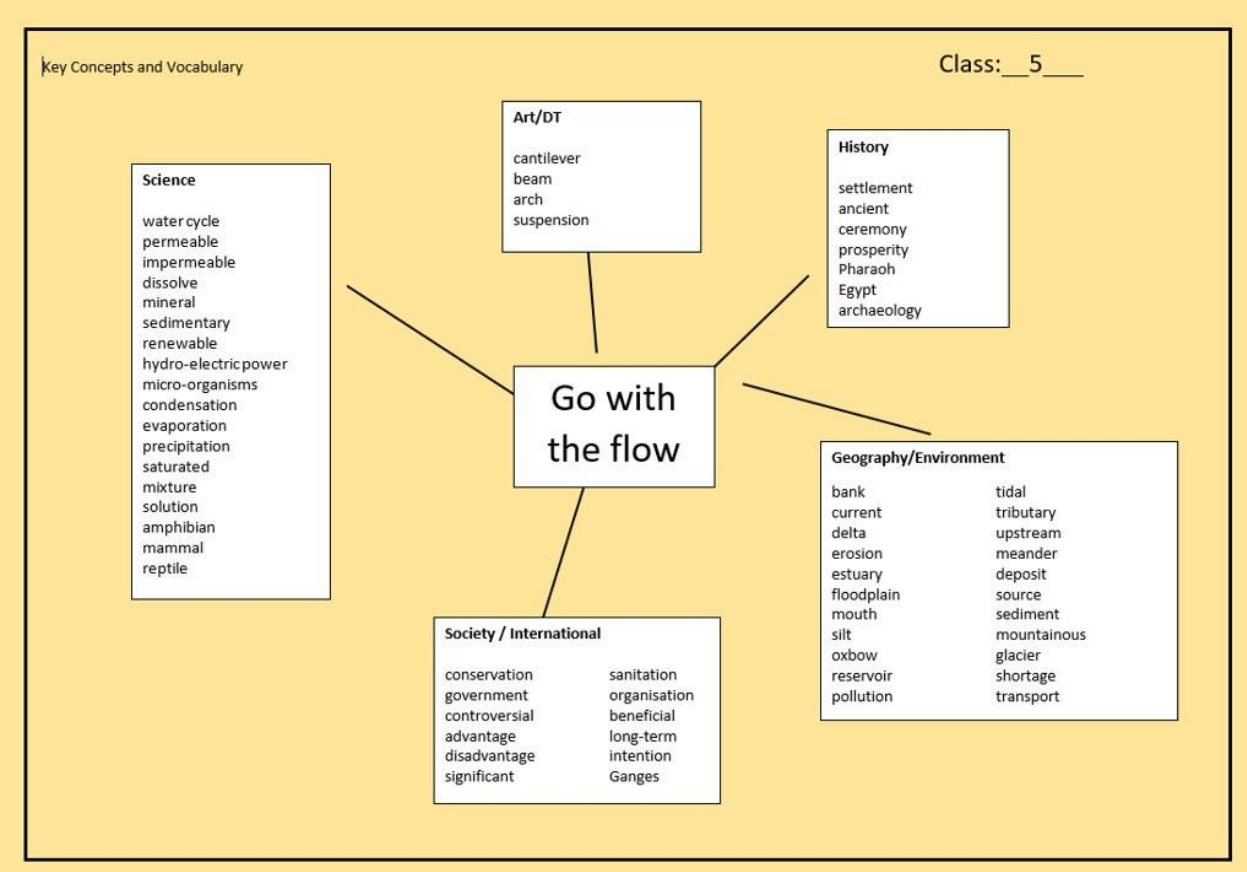
Subject Implementation

Planning



This subject is generally taught in discrete lessons following topics from the International Primary Curriculum. The objectives within the National Curriculum have been cross- referenced with the IPC to ensure coverage.

For each topic, class teachers will produce a Key Concepts and Vocabulary Overview:



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

	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	Assembly		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		

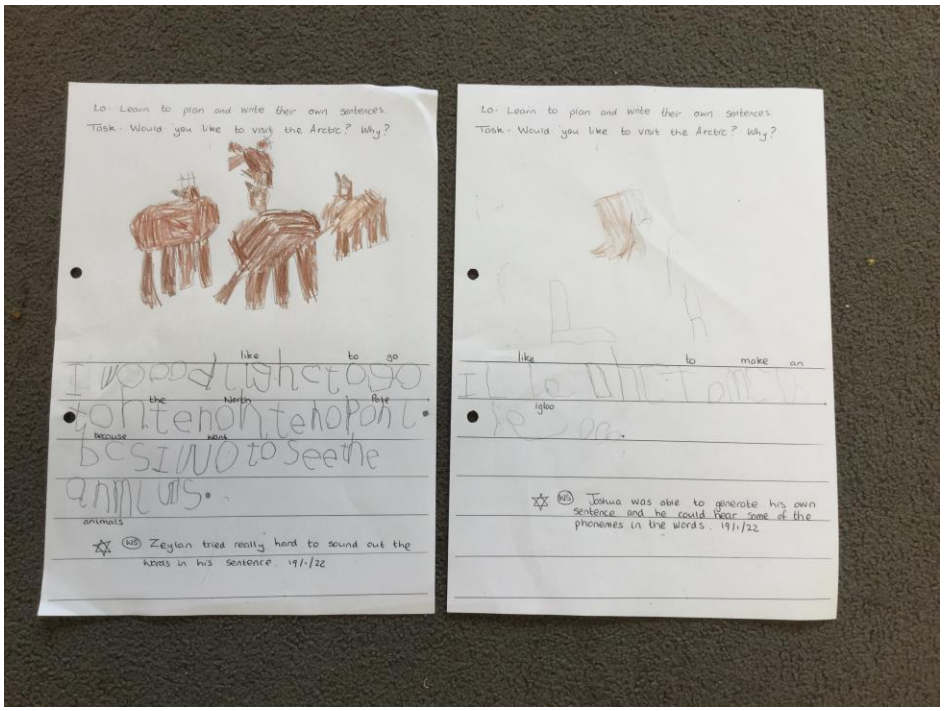
2	**All Dressed Up**	Trade/ economic activity	Sustainability/ resources	Transport	Lifestyle/ culture		
3	**Chocolate**	Trade/ economic activity	Climate/ weather	Transport	Sustainability/ resources	Lifestyle/ culture	Land use
3	**Different Places, Similar Lives (WW2)**	Lifestyle/ culture	Settlement	Transport	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

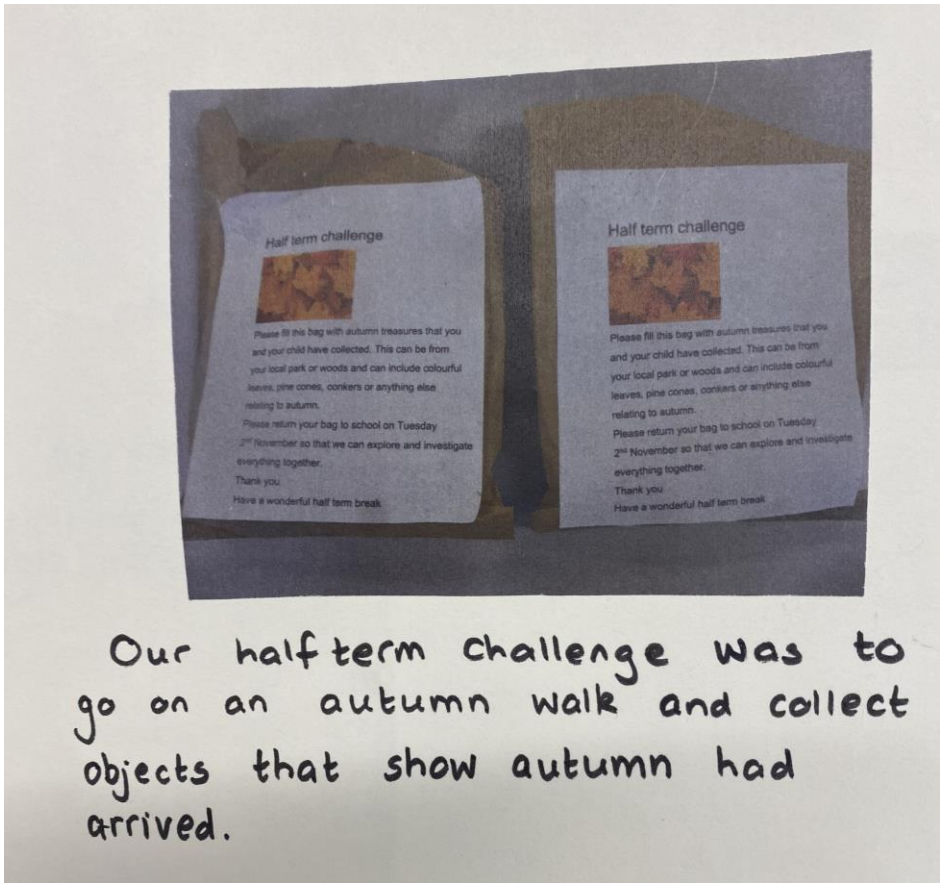
Children learnt about what life is like in the Arctic and Antarctic. They watched videos, played with pretend snow and animals that live at the poles and wrote about whether they would like to visit that environment and why. They did this as part of their comparison to their locality.



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

Human and Physical Geography

Learning about seasonal patterns in the UK.

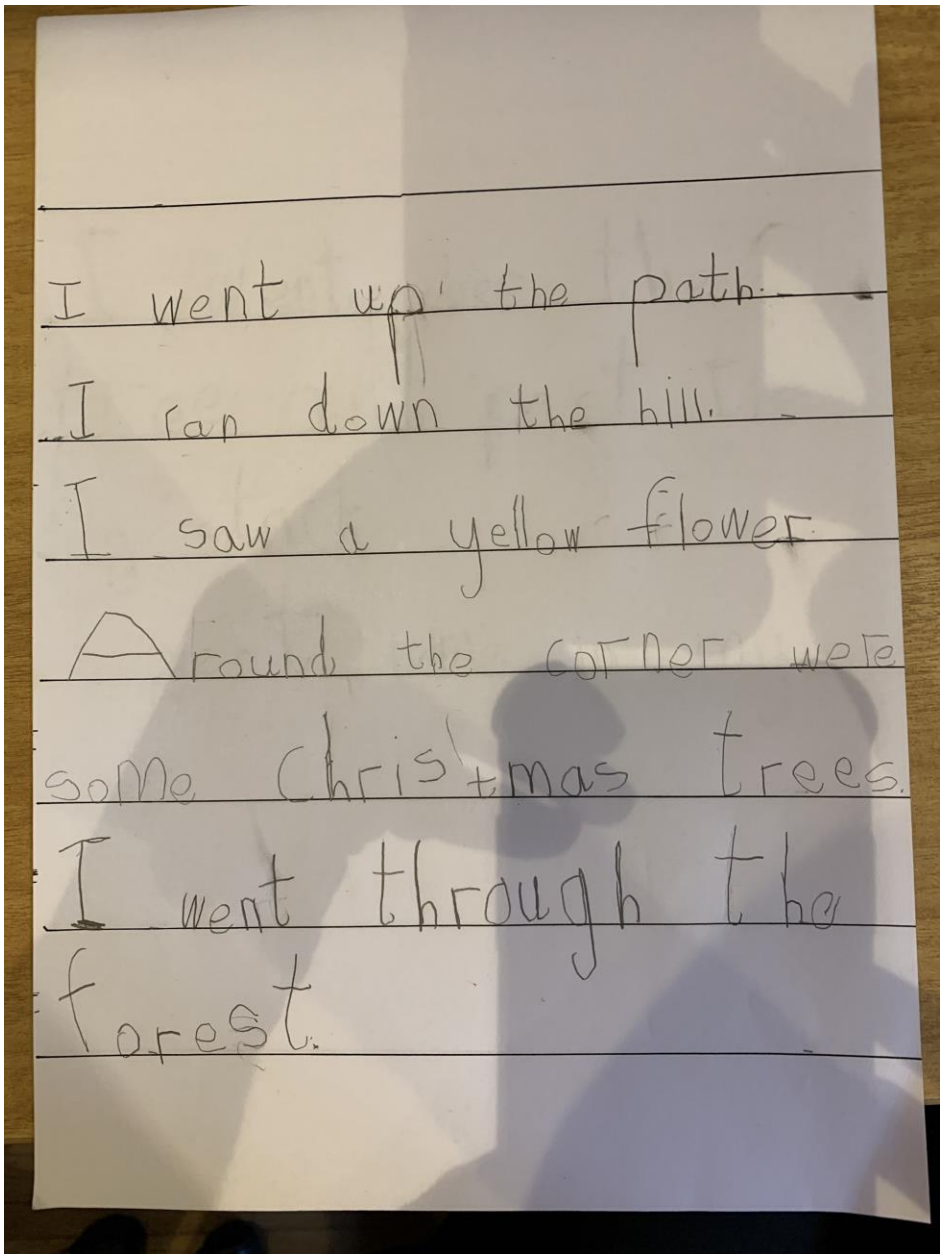


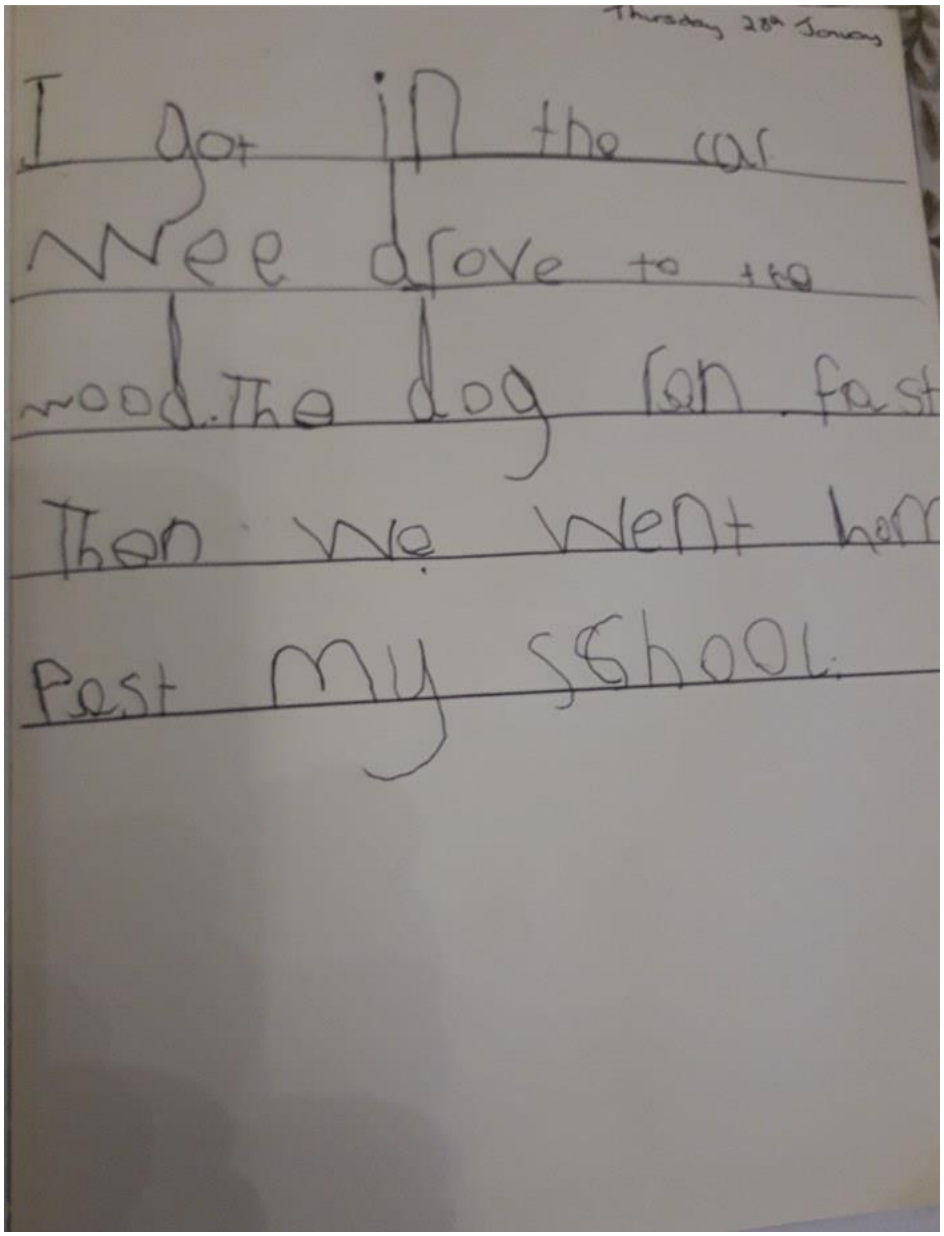
Children looked at the weather each day and graphed it using the main weather symbols.

Map Skills

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

Using maps.





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

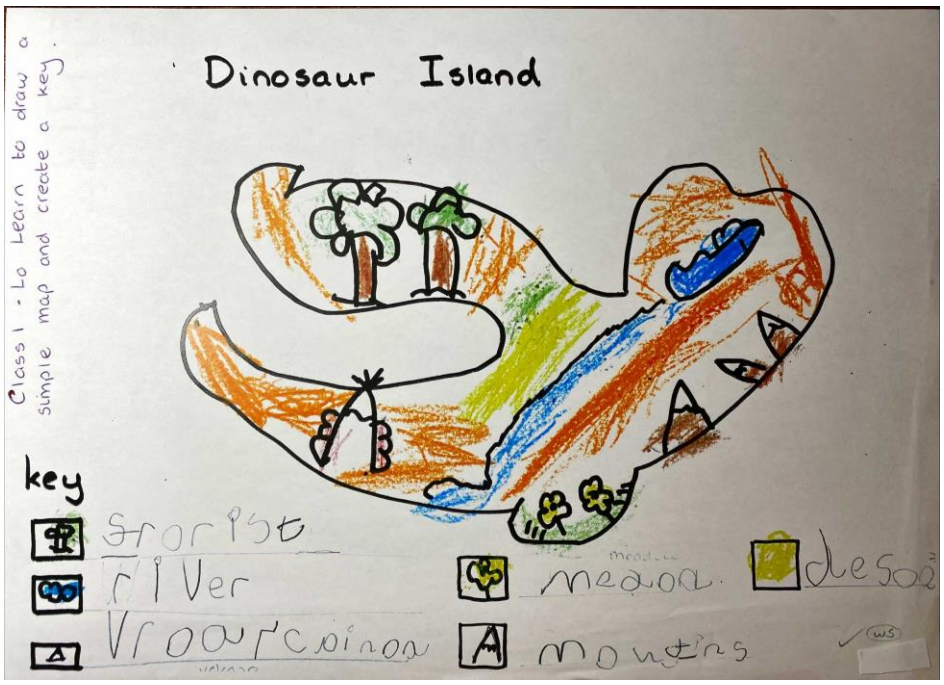
Class 1

Guided reading task.

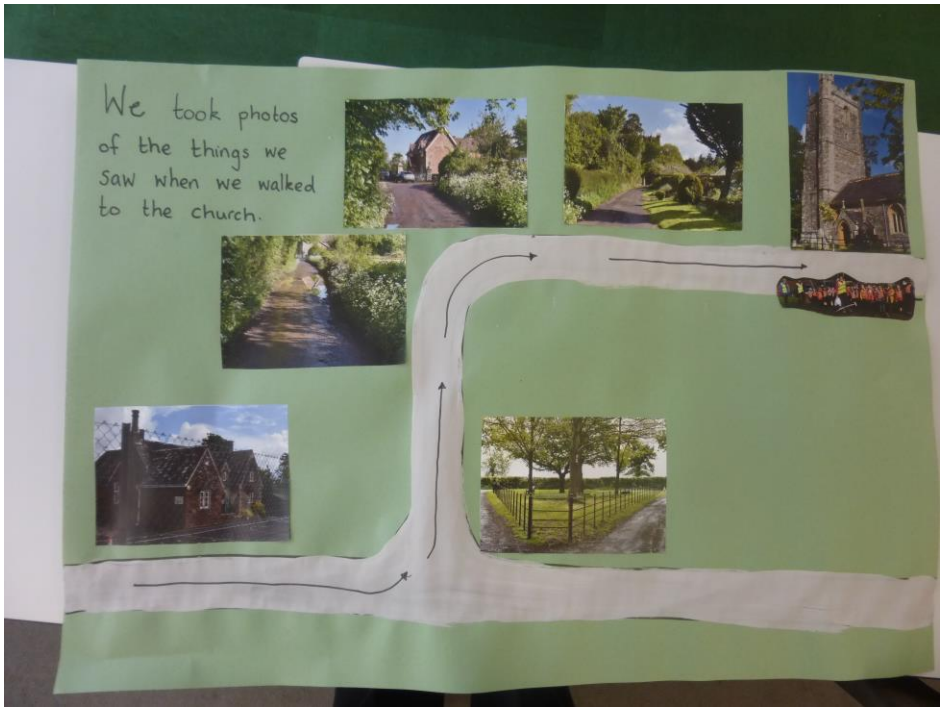
Lo - Learn to create and discuss their own treasure map.

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.

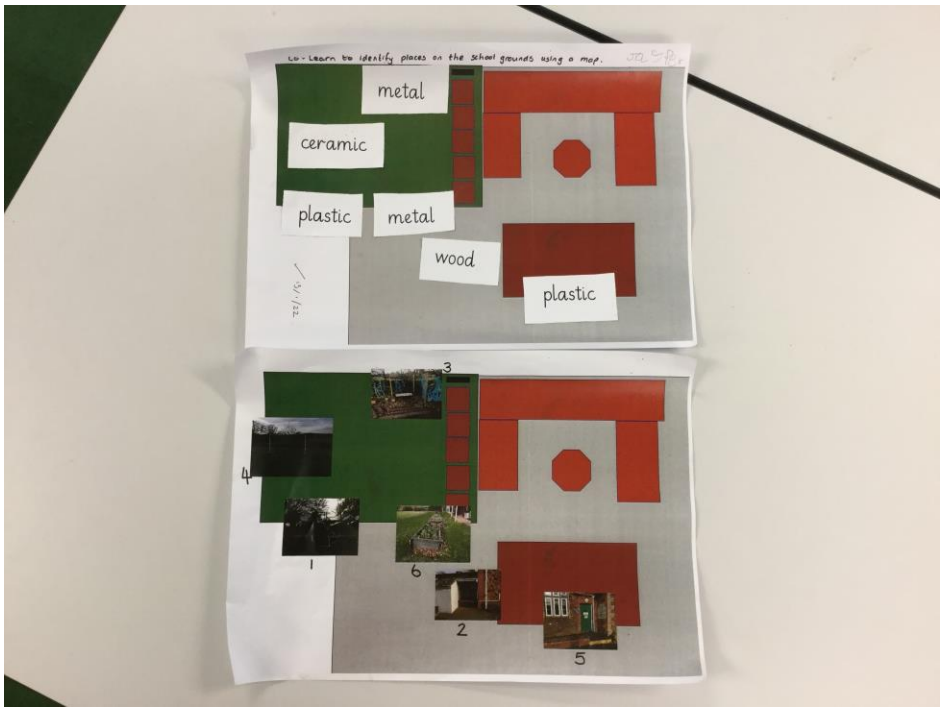


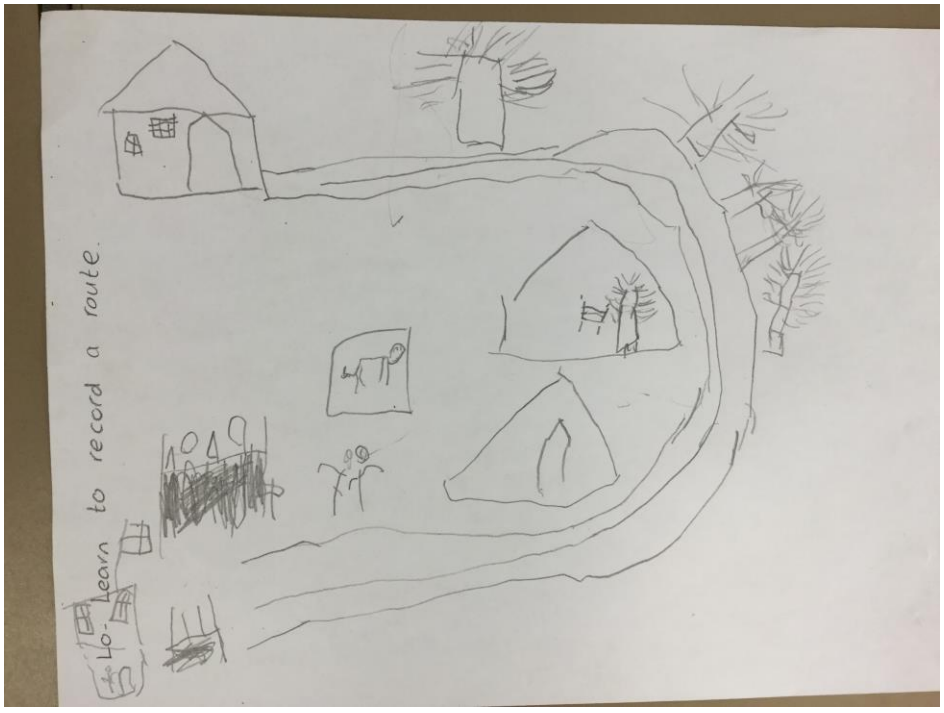
A collaborative map using photographs to identify features. **Making maps.**



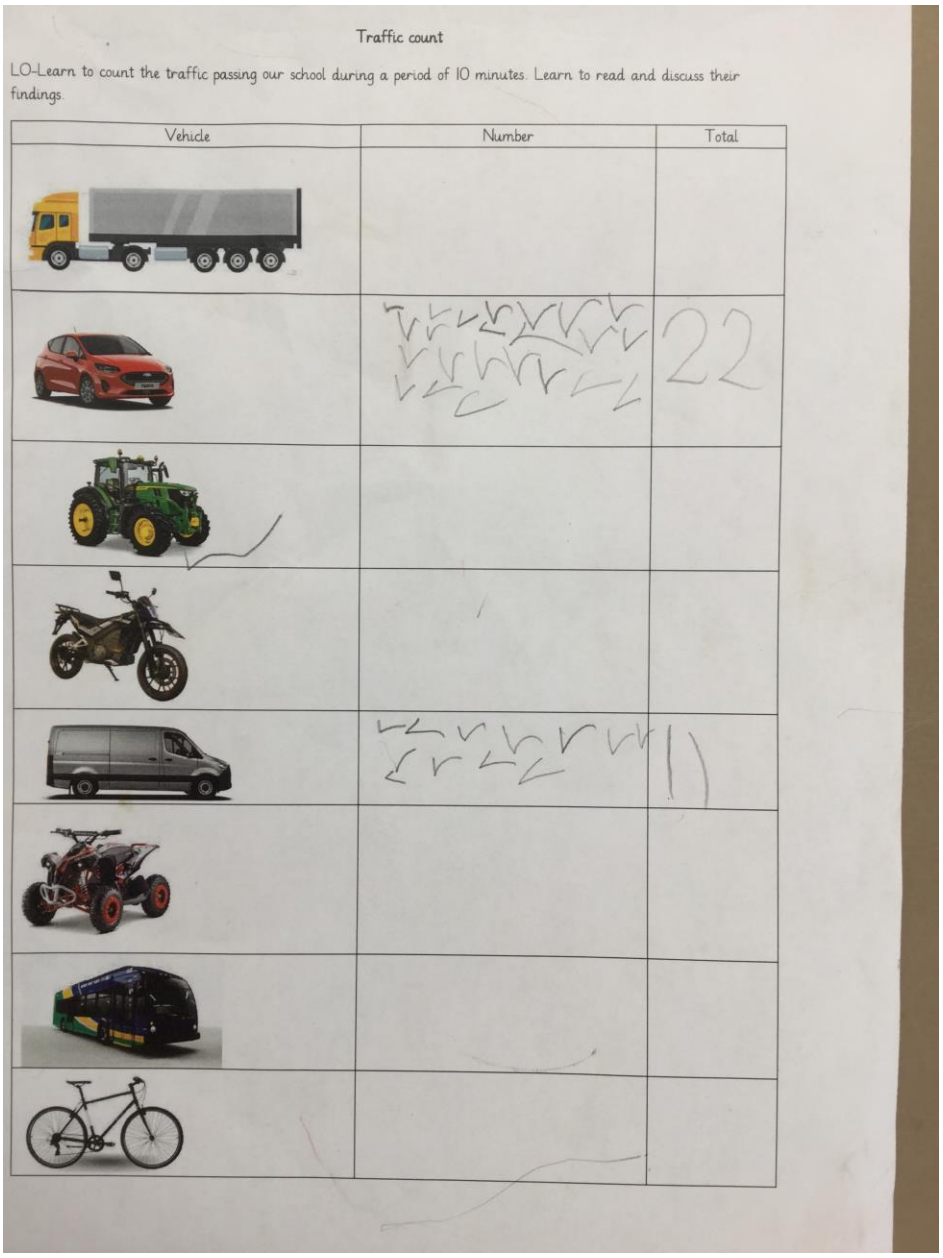
Fieldwork Skills

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.



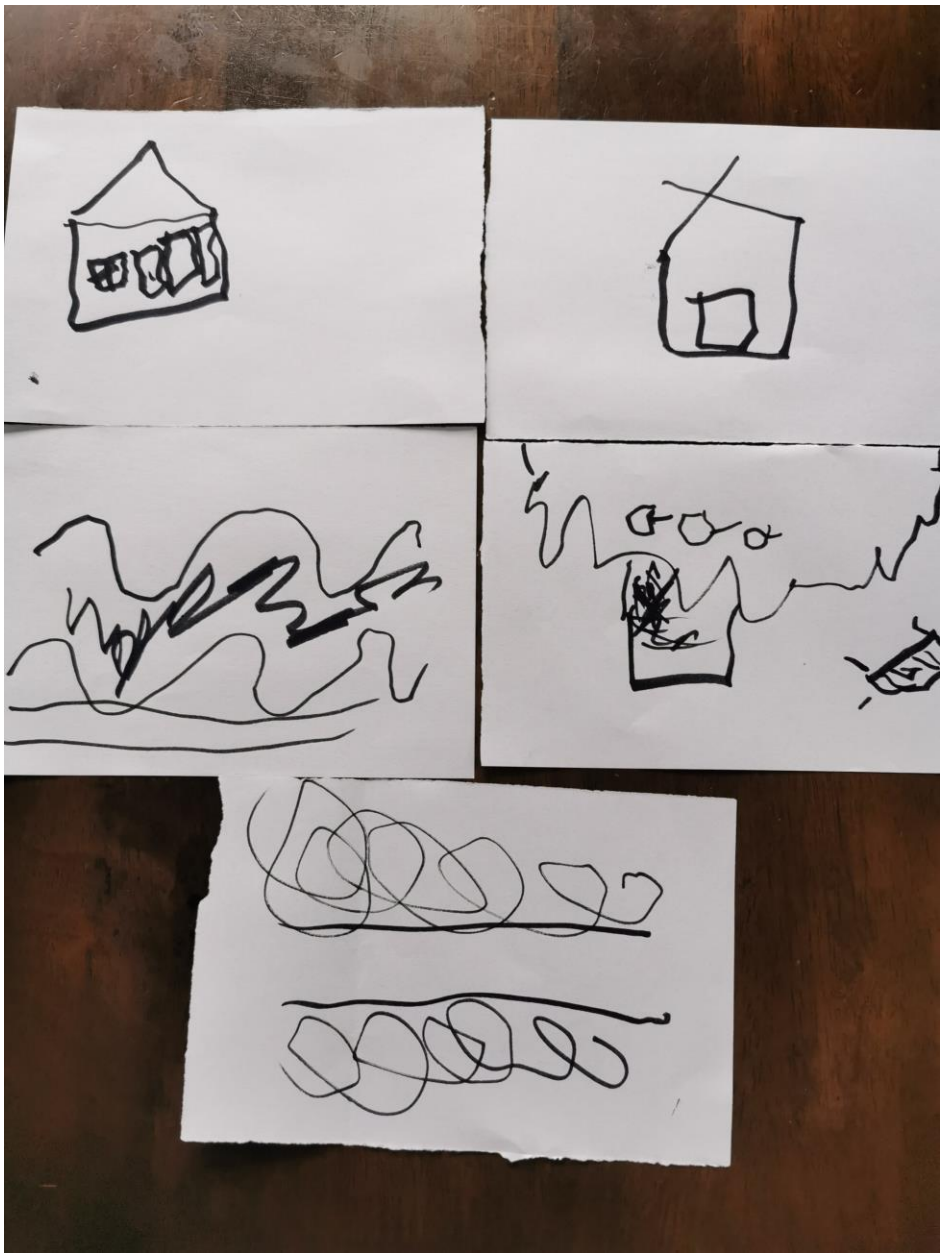
Traffic count

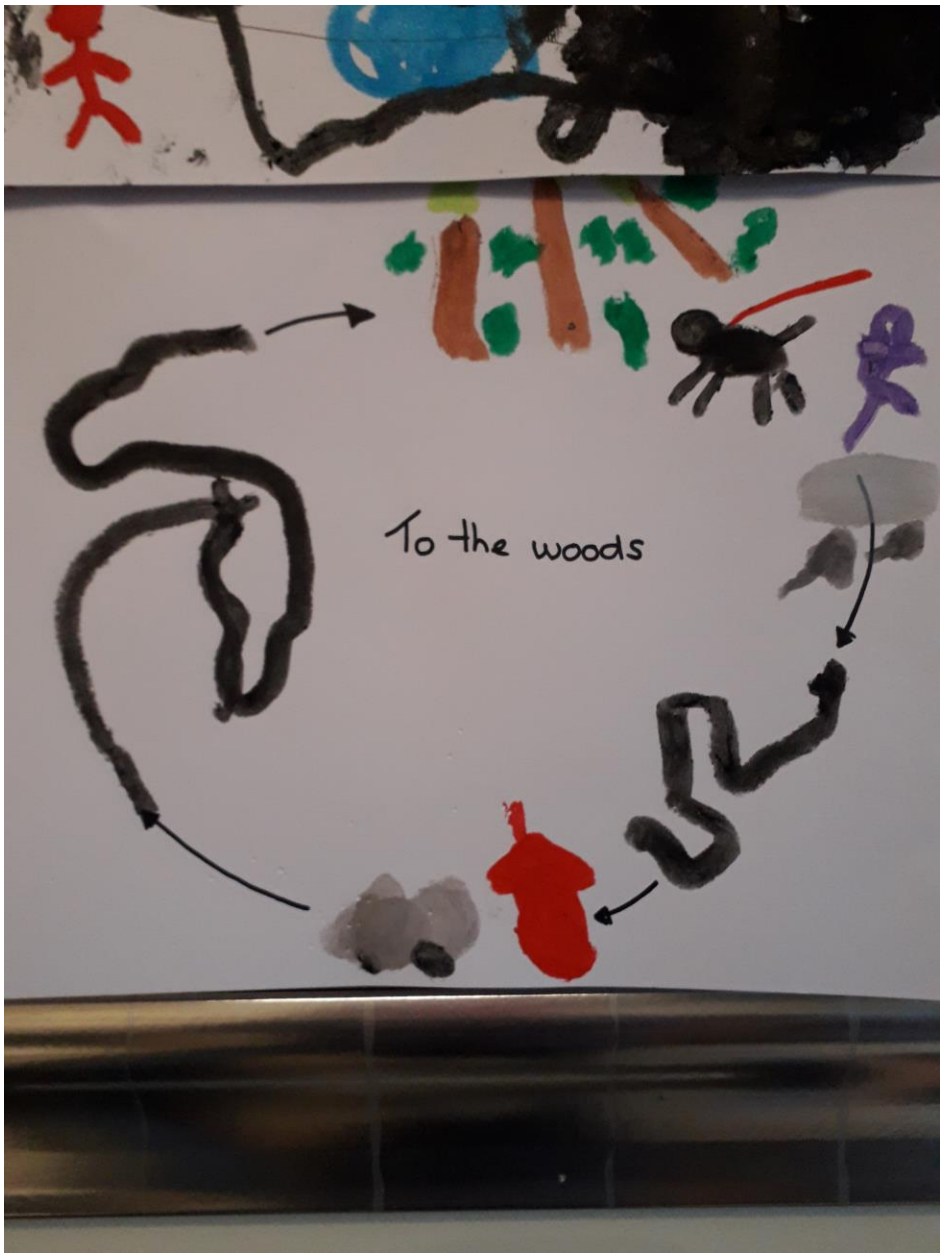
LO-Learn to count the traffic passing our school during a period of 10 minutes. Learn to read and discuss their findings.

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.

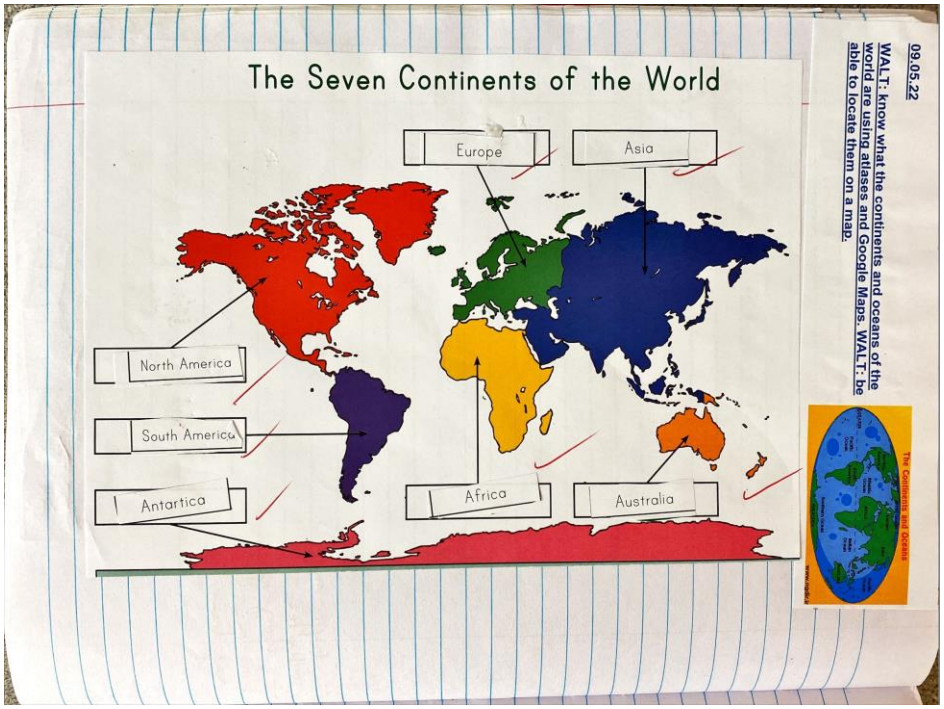




Class 2

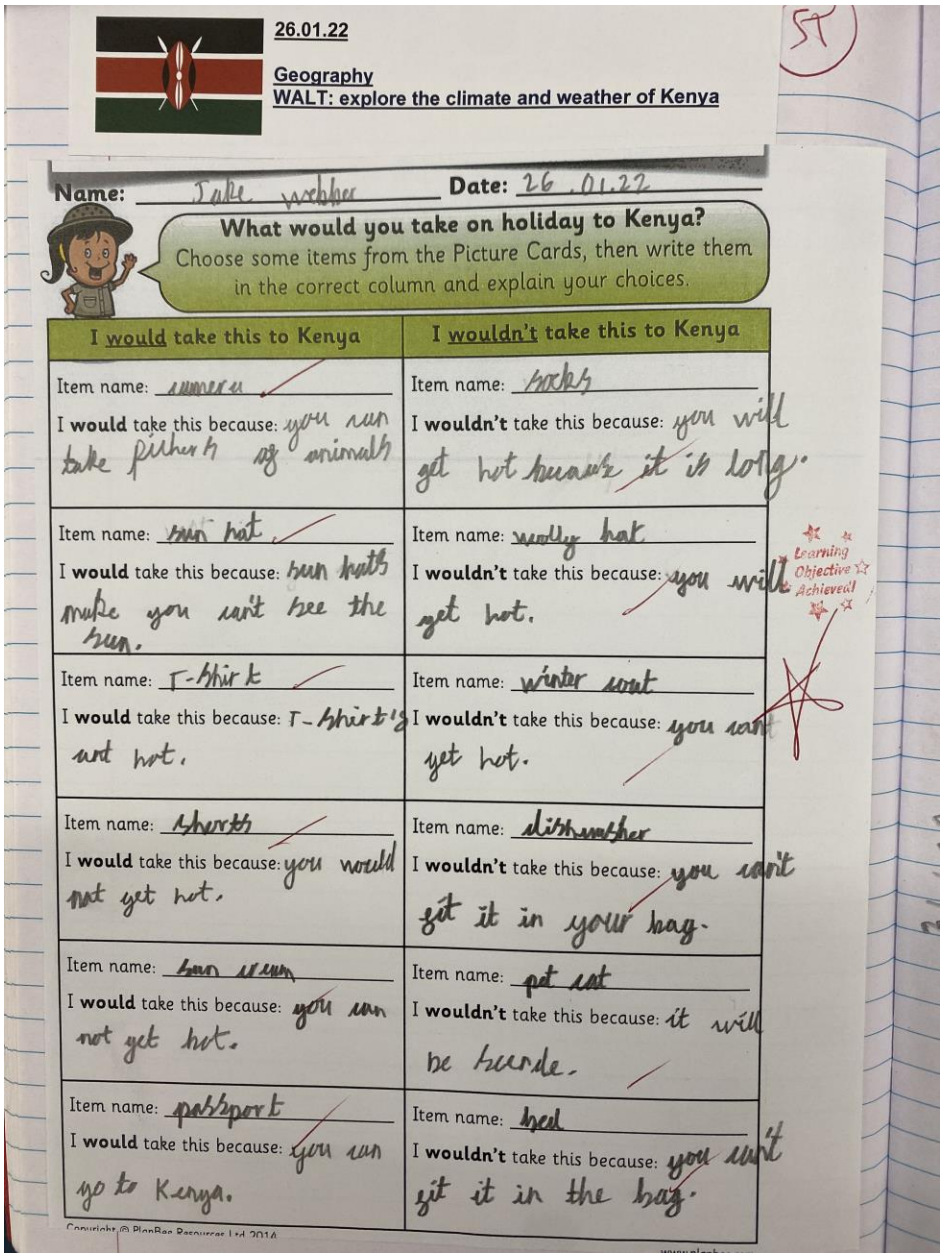
Locational Knowledge

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

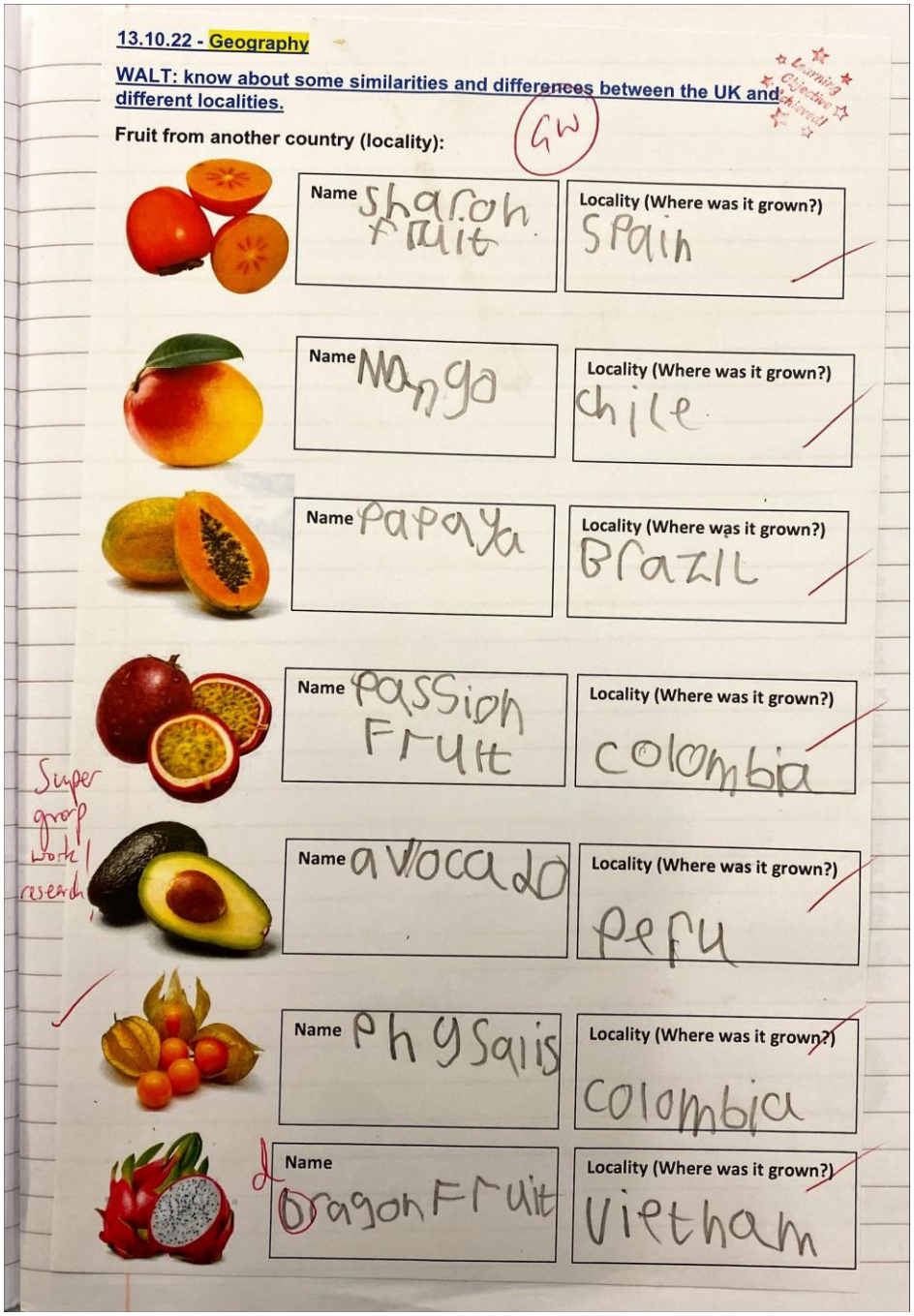
Name: Jake webber Date: 26.01.22

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: sunscreen I **would** take this because: you can take pictures of animals	Item name: socks I **wouldn't** take this because: you will get hot because it is long.
Item name: sun hat I **would** take this because: sun hats make you can't see the sun.	Item name: woolly hat I **wouldn't** take this because: you will get hot.
Item name: T-shirt I **would** take this because: T-shirts are not hot.	Item name: winter coat I **wouldn't** take this because: you can't get hot.
Item name: shorts I **would** take this because: you would not get hot.	Item name: dishwasher I **wouldn't** take this because: you can't get it in your bag.
Item name: sun cream I **would** take this because: you can not get hot.	Item name: pet cat I **wouldn't** take this because: it will be horrible.
Item name: passport I **would** take this because: you can go to Kenya.	Item name: bed I **wouldn't** take this because: you can't get it in the bag.

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.

Learning Objective Shared

GW

Fruit from another country (locality):

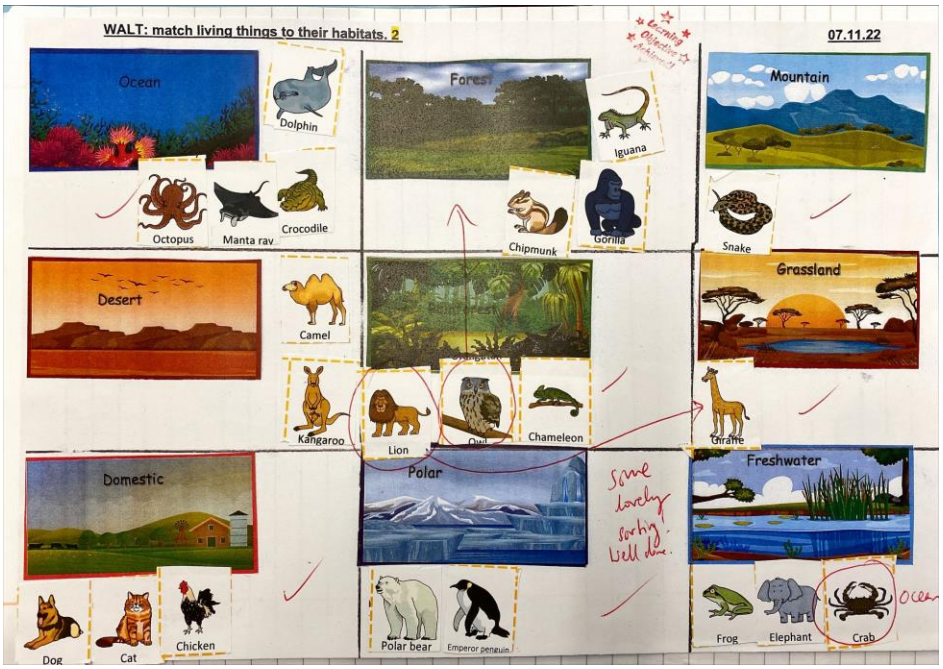
	Name	Locality (Where was it grown?)
	sharon fruit	Spain
	Mango	chile
	papaya	Brazil
	passion fruit	colombia
	avocado	Peru
	physalis	colombia
	Dragon Fruit	Vietham

Super group work! research

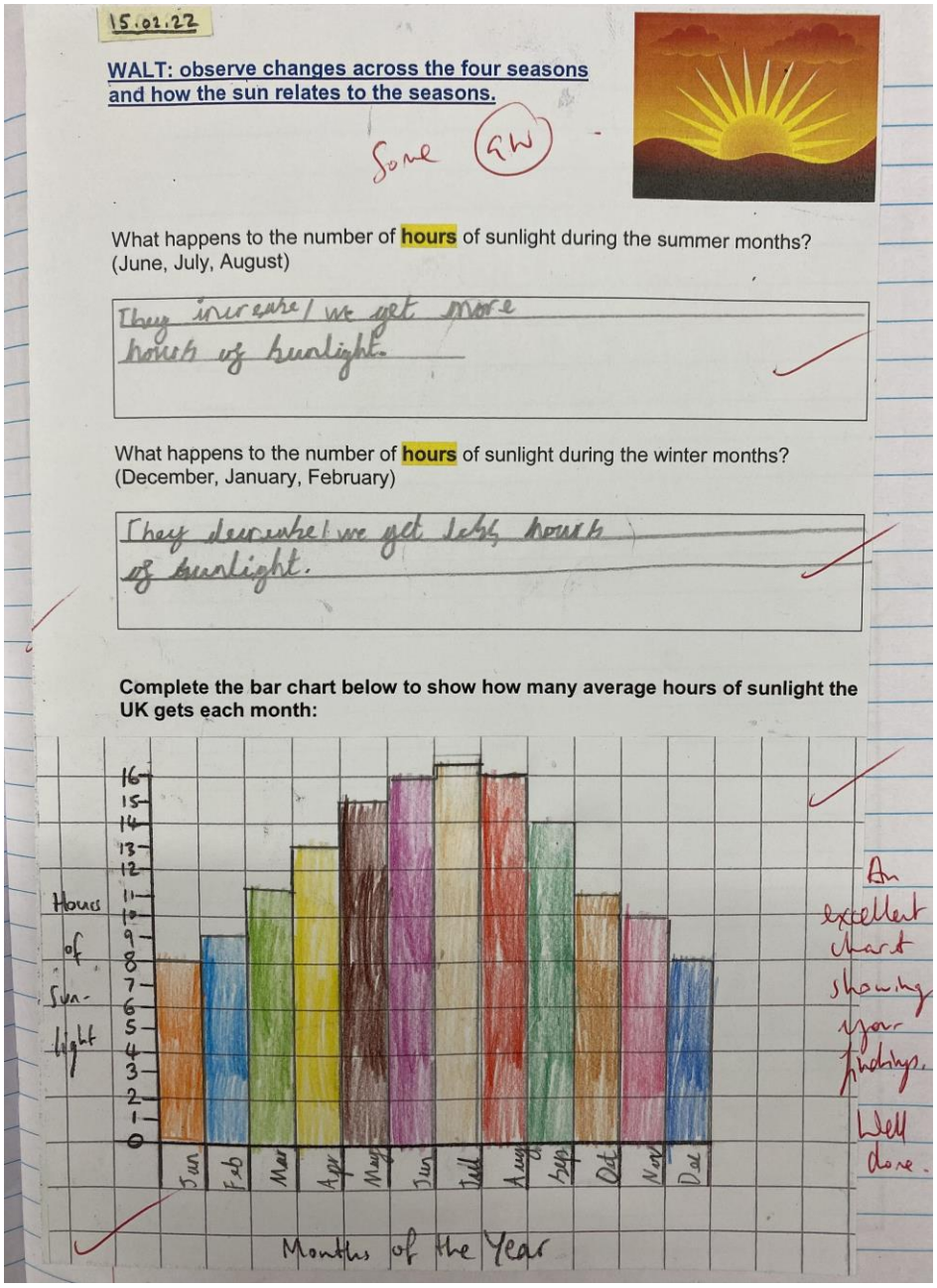
Using their knowledge of other places to decide what to pack for a holiday there.

Human and Physical Geography

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



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 GW

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)

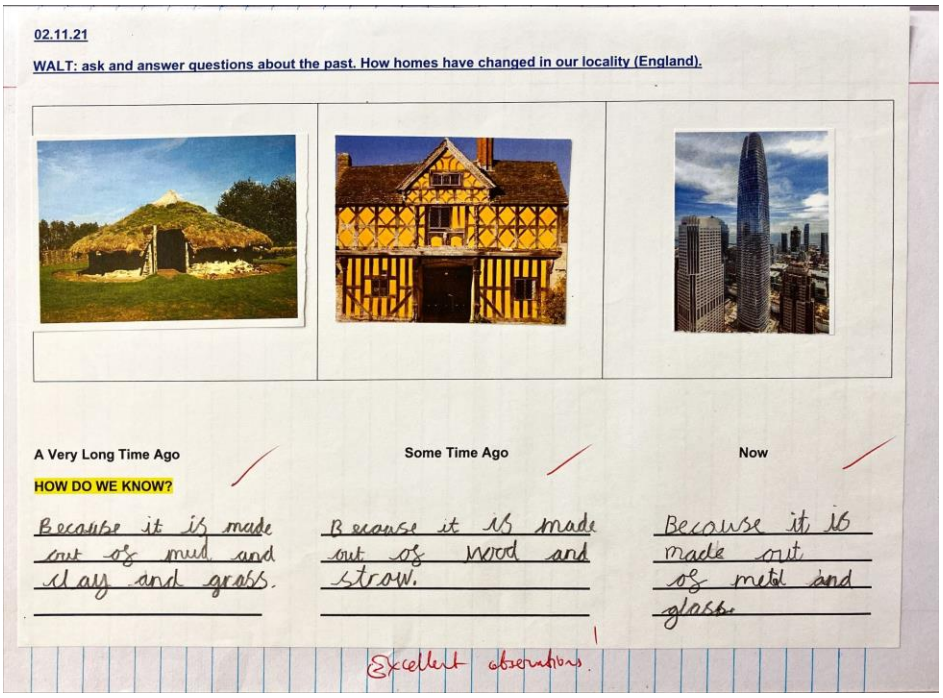
They decrease / we get less hours of sunlight.

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

An excellent chart showing your findings. Well done.

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

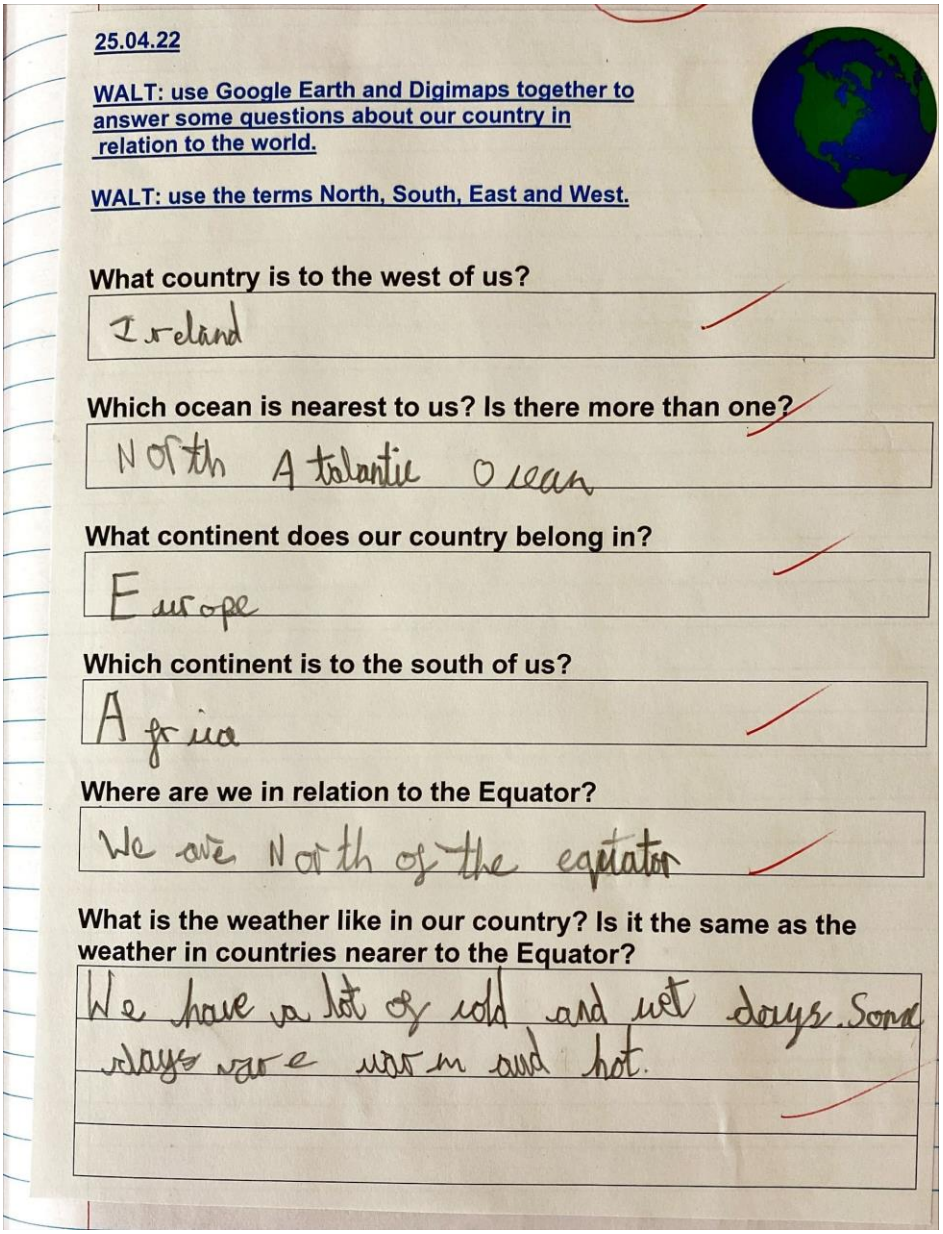
WALT: ask and answer questions about the past. How homes have changed in our locality (England).

A Very Long Time Ago	Some Time Ago	Now
HOW DO WE KNOW?		
Because it is made out of mud and clay and grass.	Because it is made out of wood and strow.	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**

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

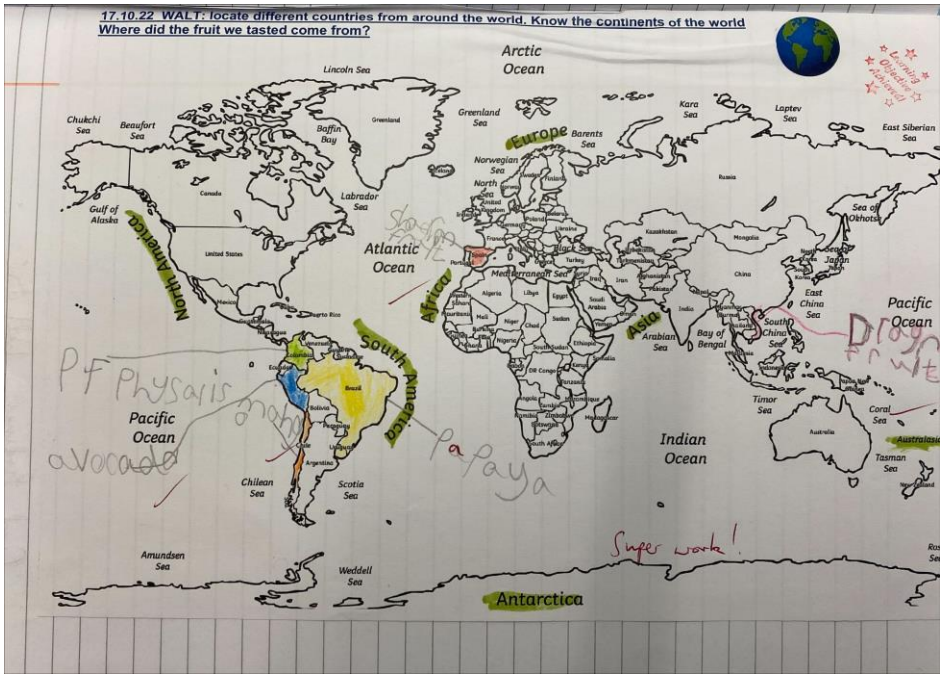
12.10.22 Geography WAL: about fruit from around the world, similarities and differences to our fruit in the UK. WALT: use maps (iPads) to locate them.

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

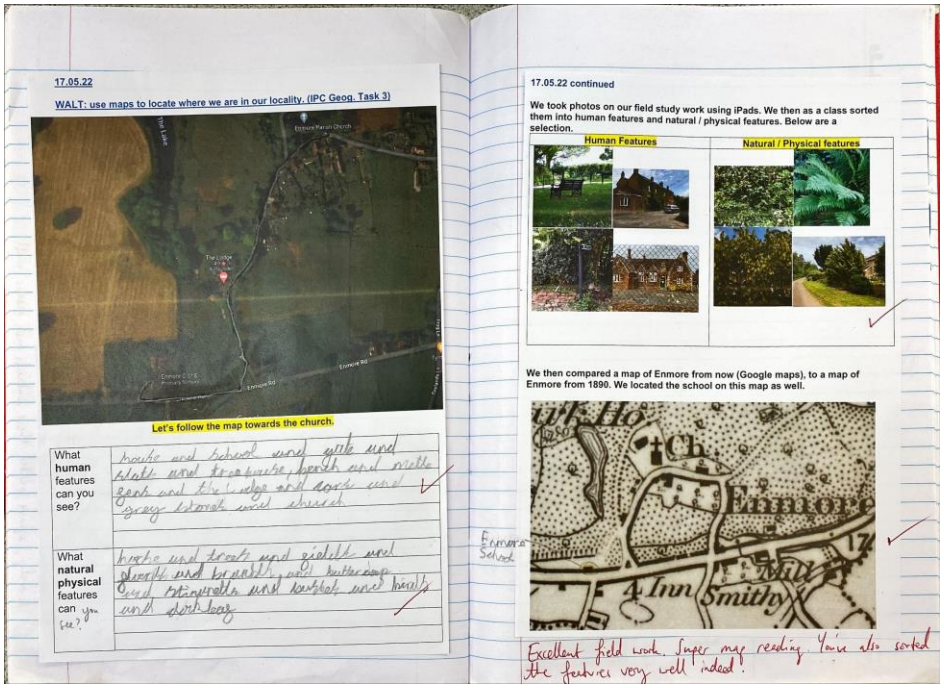
Can you colour in where the United Kingdom is?

Super record!

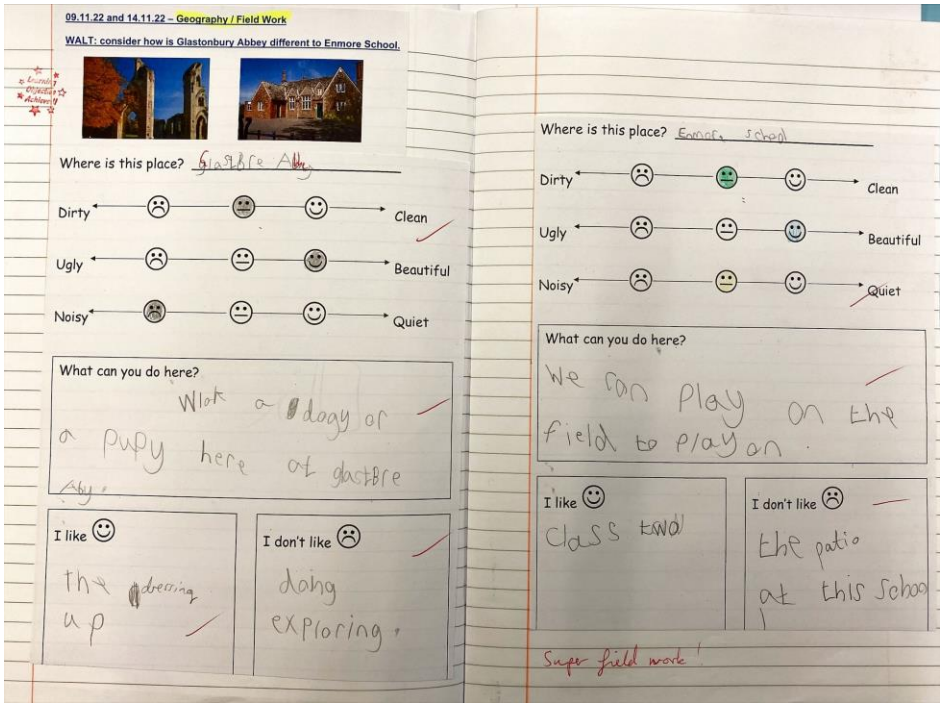
Drawing aerial maps after fieldwork. **Making Maps**

Fieldwork Skills

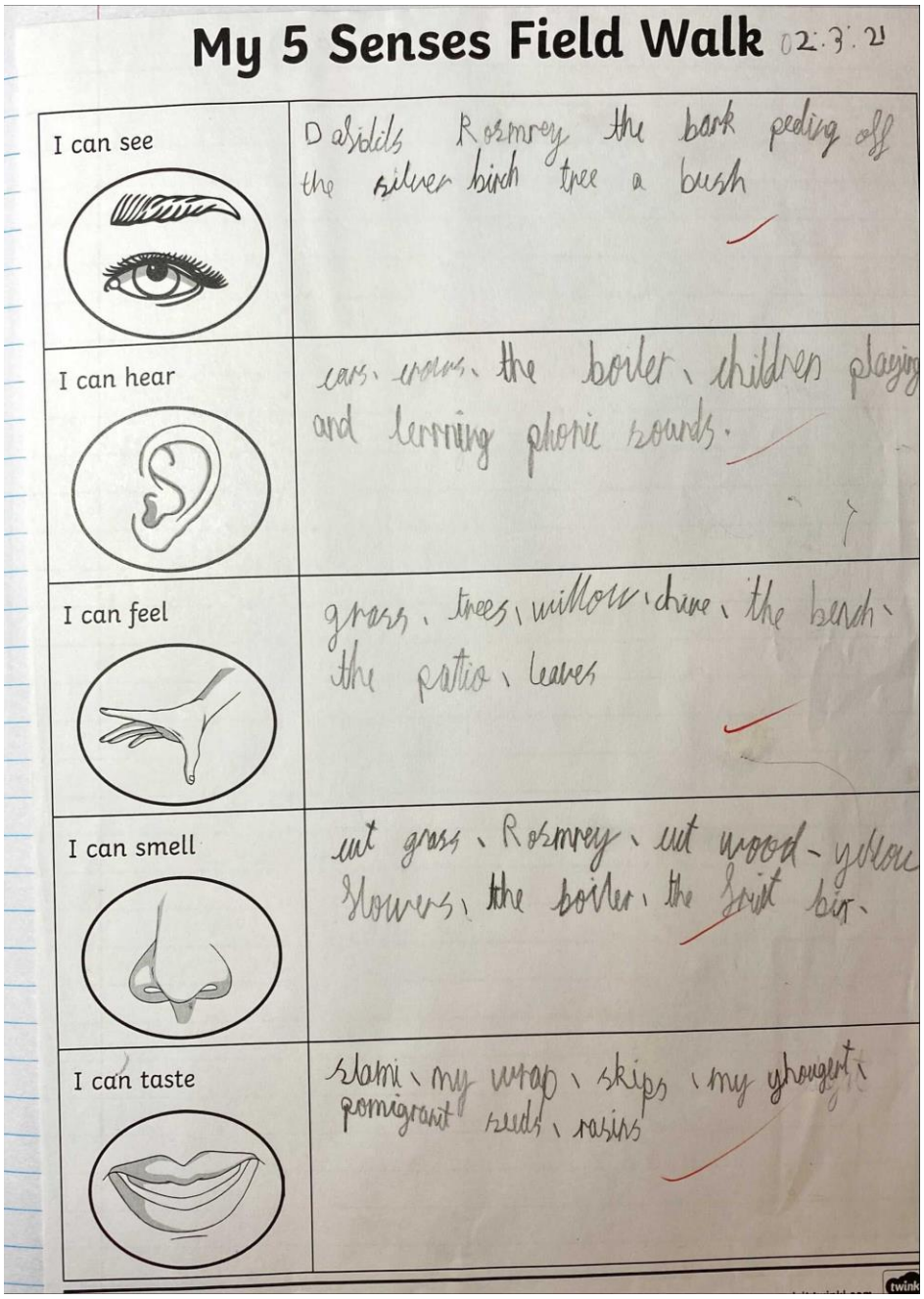
Identifying human and physical features during fieldwork around Enmore.



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



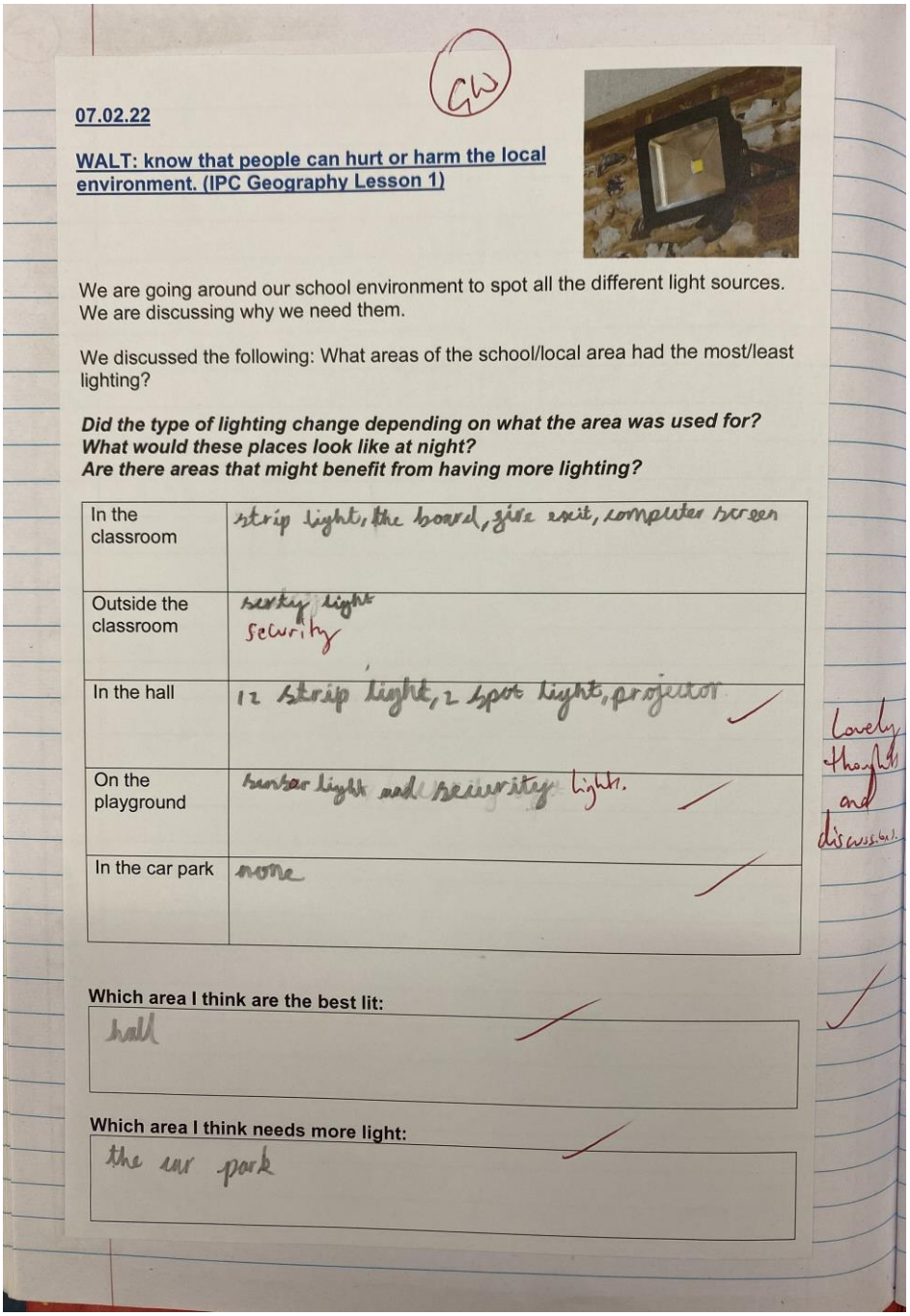
Children carried out a sensory field study of the school.



My 5 Senses Field Walk 02.3.21

I can see	Daffodils Rosmrey the bark peeling off the silver birch tree a bush
I can hear	cars, vans, the boiler, children playing and learning phonic sounds.
I can feel	grass, trees, willow, chime, the bench, the patio, leaves
I can smell	cut grass, Rosmrey, cut wood - yellow flowers, the boiler, the Scott bin.
I can taste	Nami, my wrap, skips, my yhougert, pomigranit seeds, raisins

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



07.02.22

GW

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	sensor light and security light.
In the car park	none

Which area I think are the best lit:

hall

Which area I think needs more light:

the car park

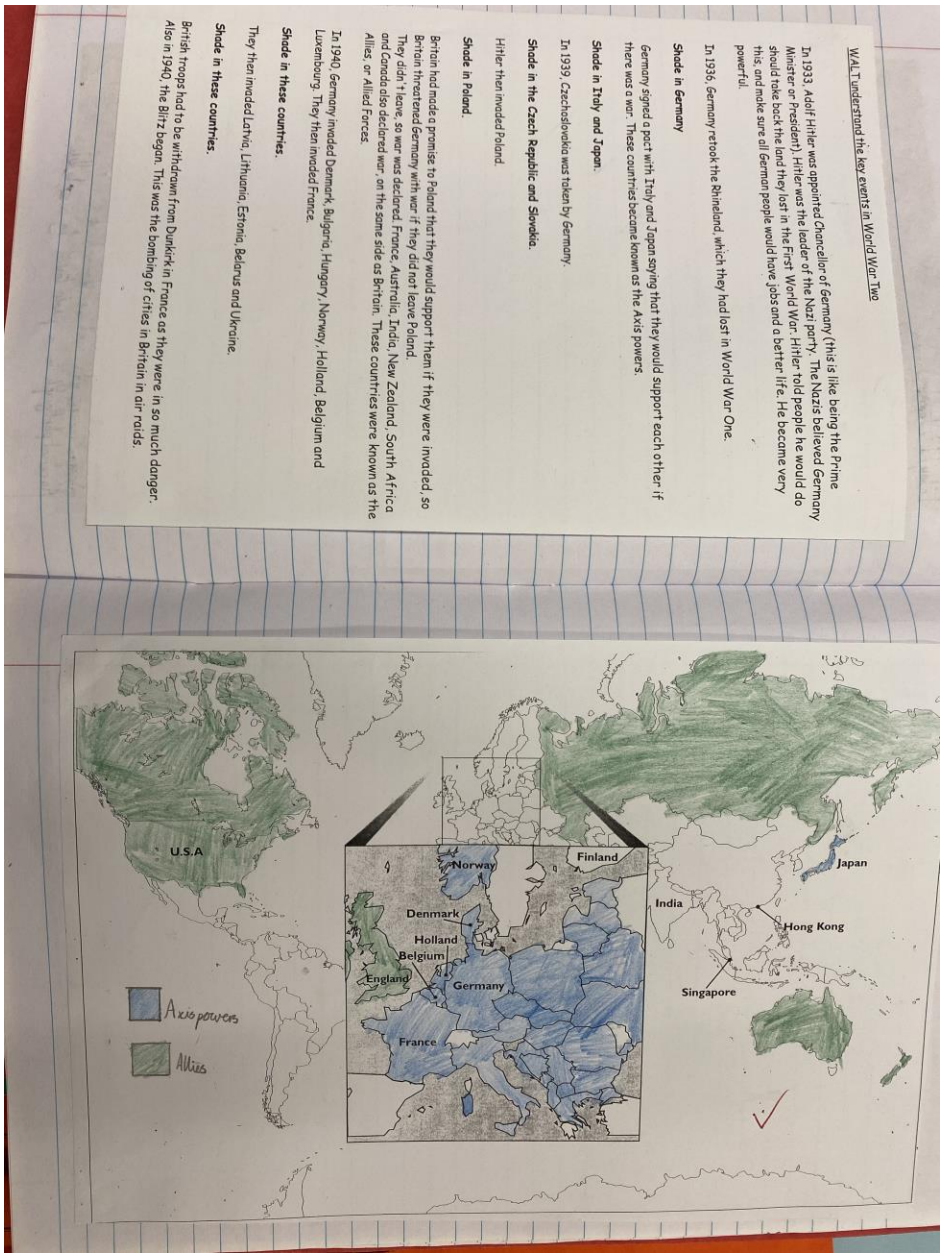
Lovely thoughts and discussion

Class 3

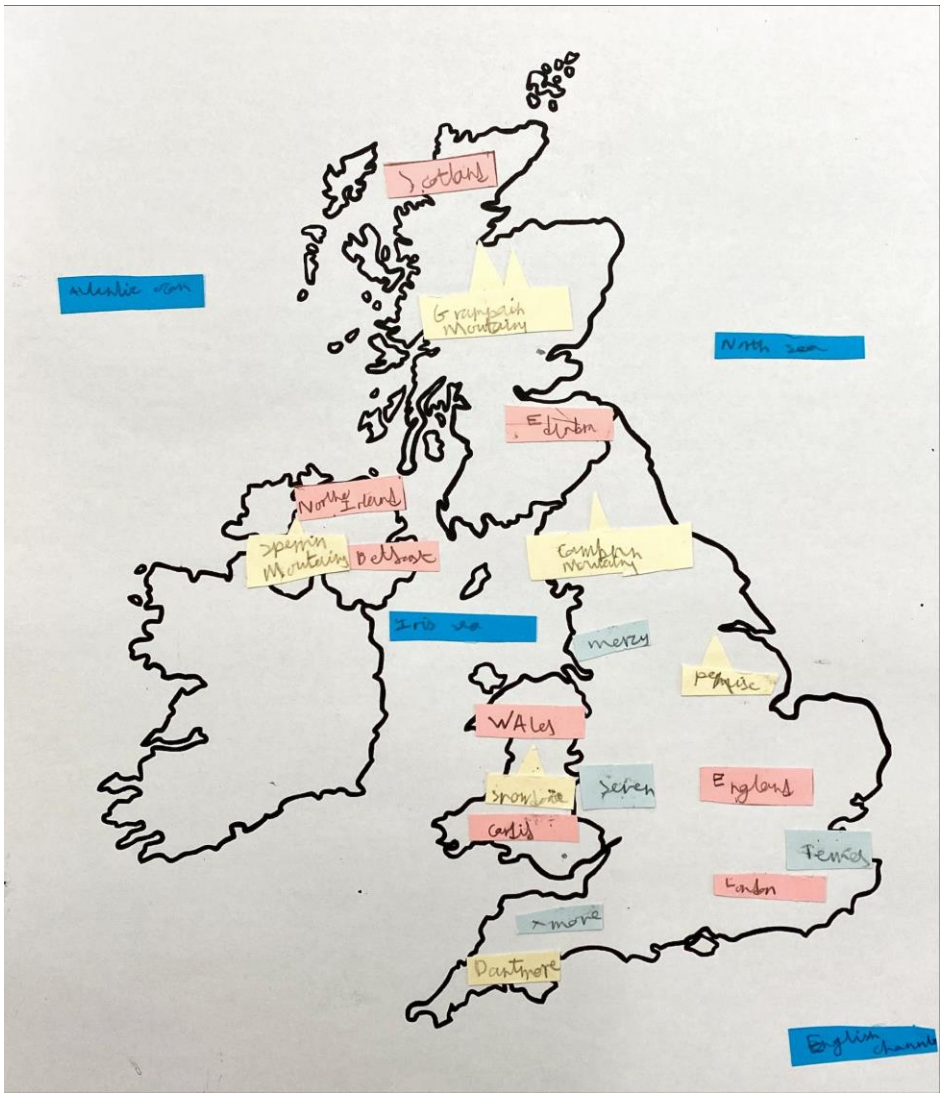
Locational Knowledge

The children used atlases to locate countries in Europe.

Locating countries within Europe in History.

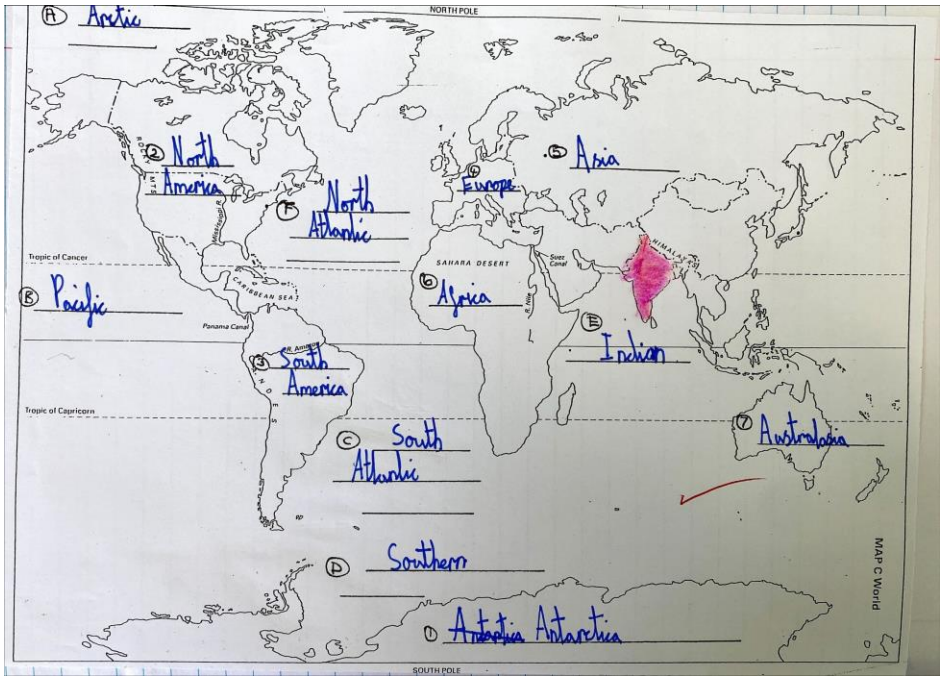


Class 3 used maps to locate cities from around the United Kingdom. They also mapped rivers and mountains.



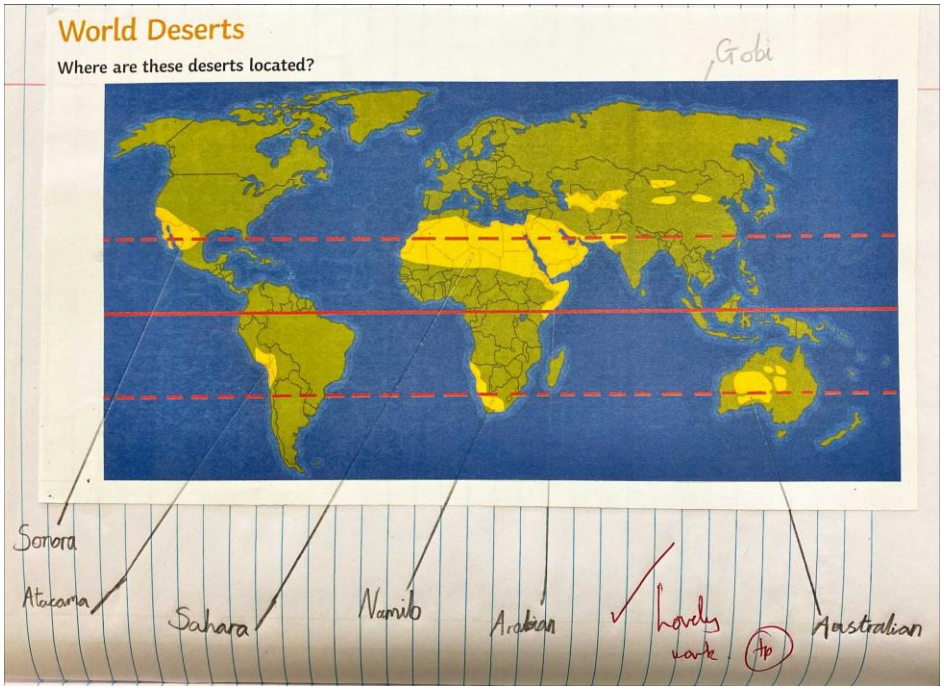
They begin to learn the names of some counties and locate them on a map.

Revising the continents and oceans of the World.

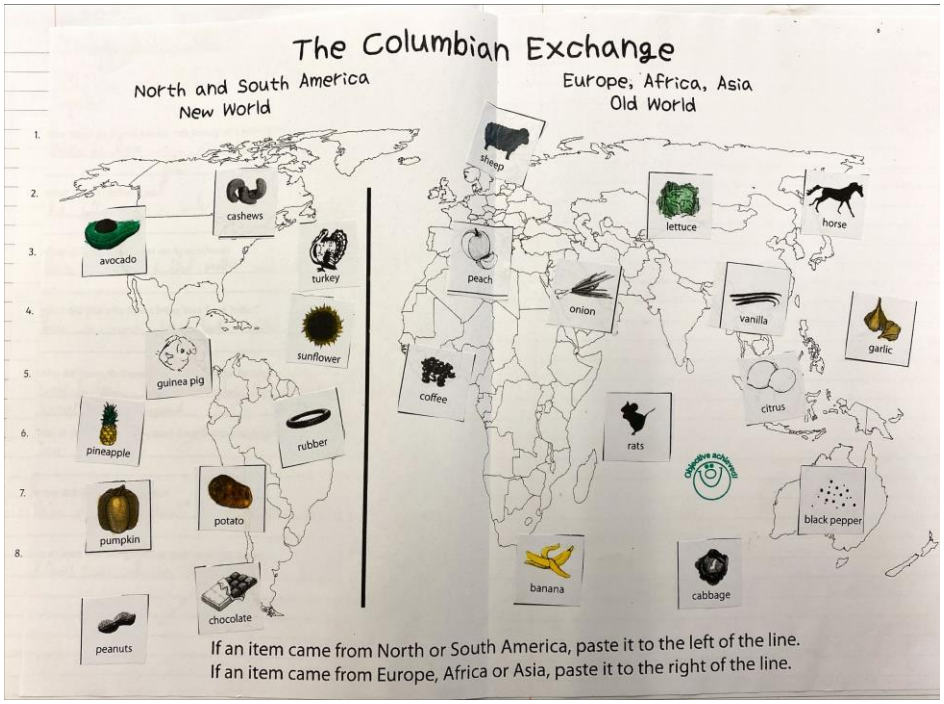


Human and Physical Geography

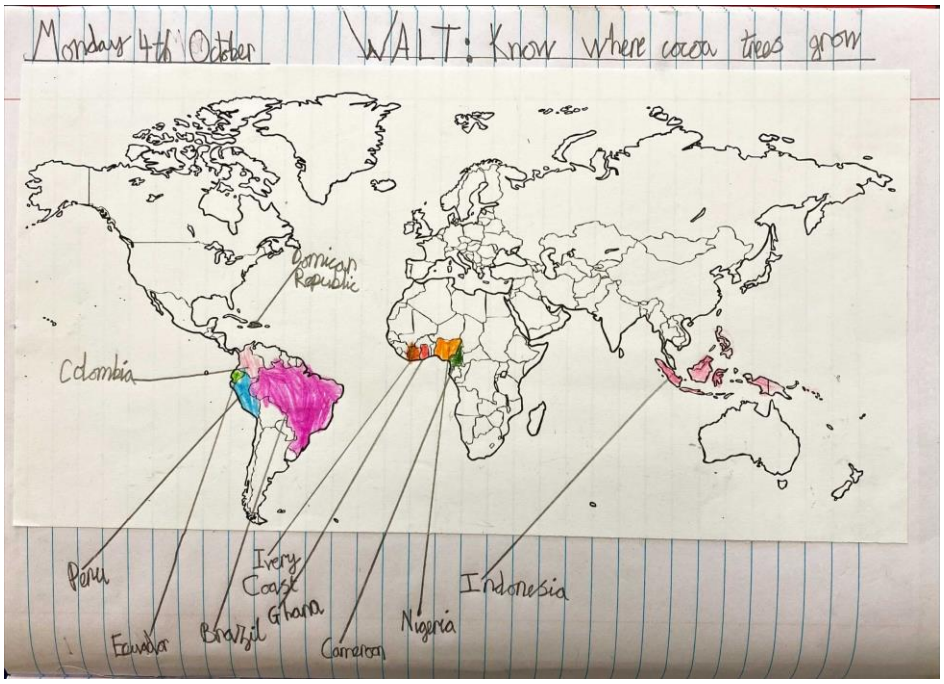
Naming some of the world's deserts. **Human Geography**



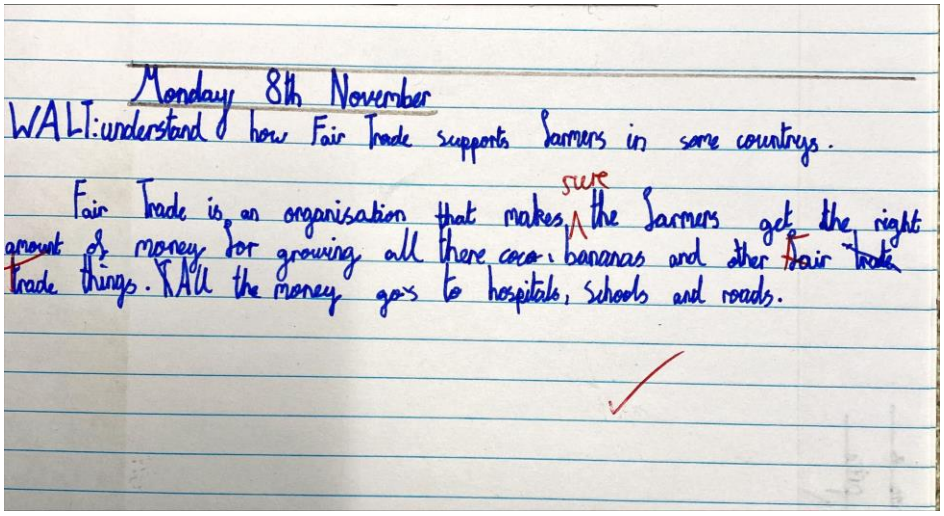
When learning about explorers, children learn about trade and where products come from. **Human Geography**

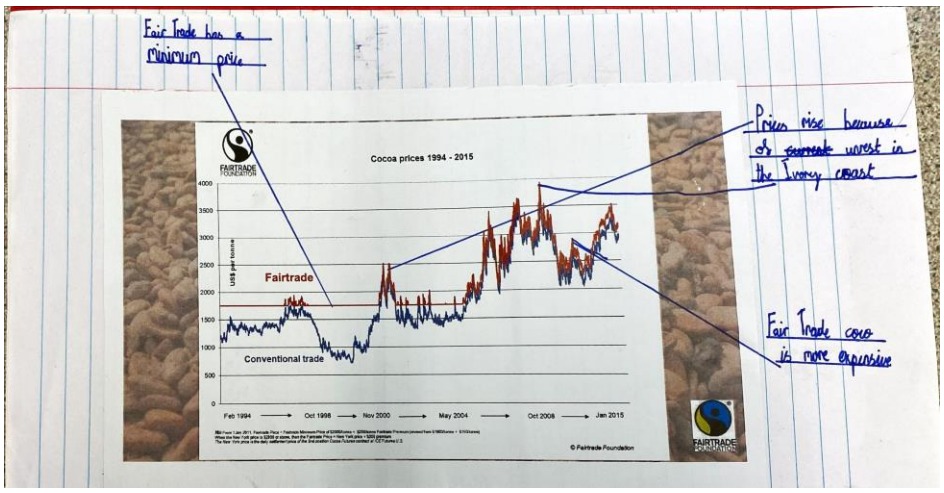


Learning where cacao trees grow. **Human Geography**



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





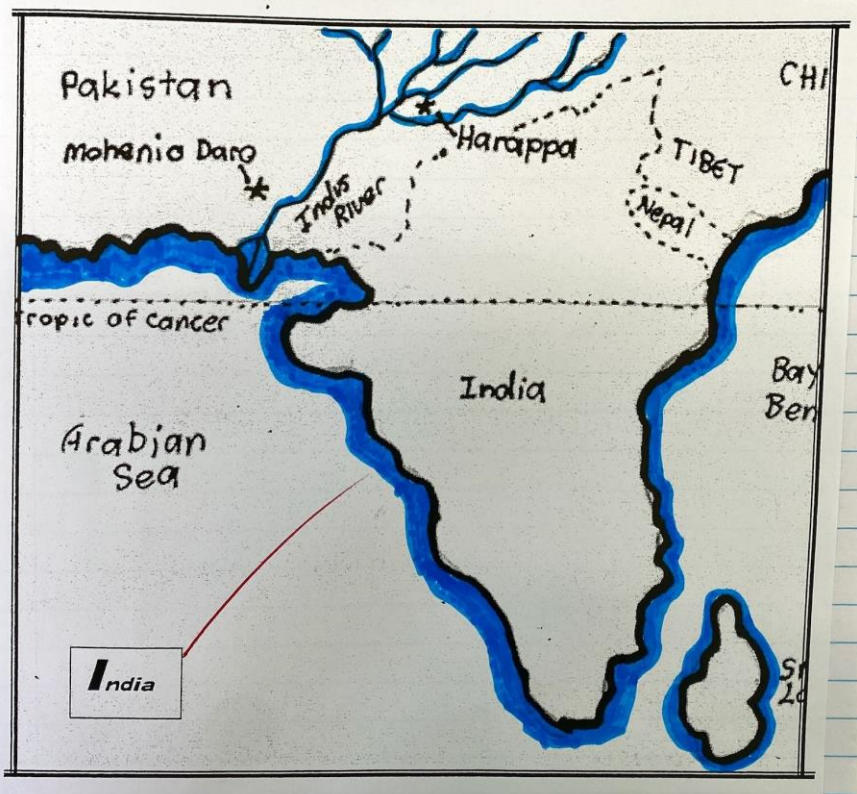
Understanding why settlements develop around rivers. **Human Geography**

Tuesday 24th May

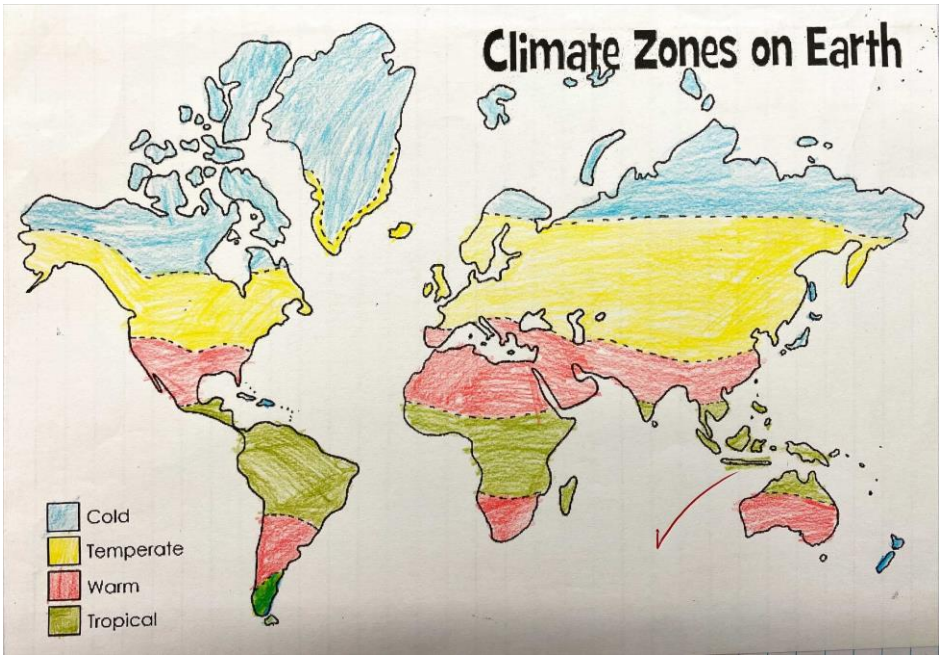
WAL: Why are early civilisations and settlements close to rivers?

- 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.

Super (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**

Class 3 ASDA map

getmapping

Digimap for Schools

Ordnance Survey

Scale 1:1858

0 10 20 30 40 50 60 70 80 90 100 m

N

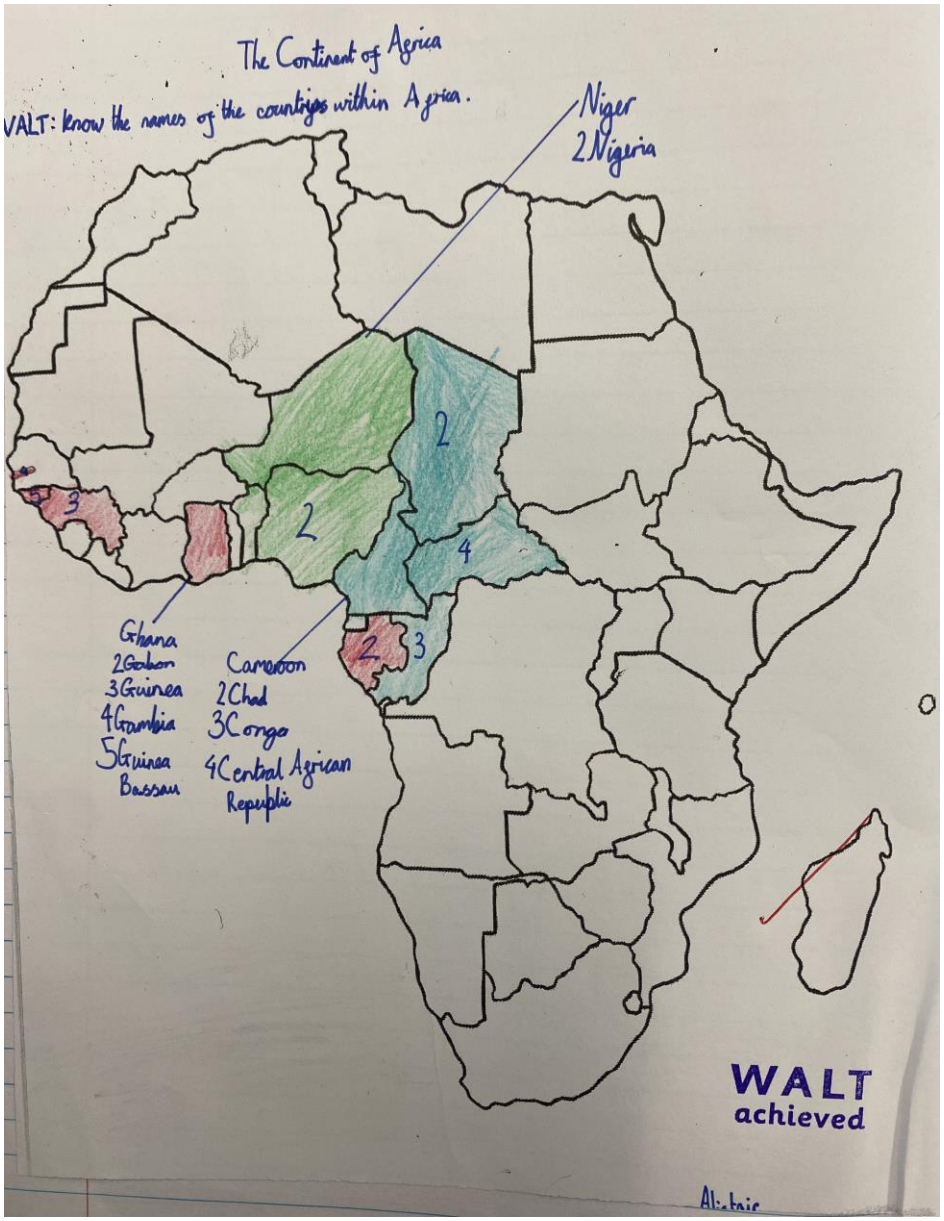
Sep 27, 2021

Enmore Chun School

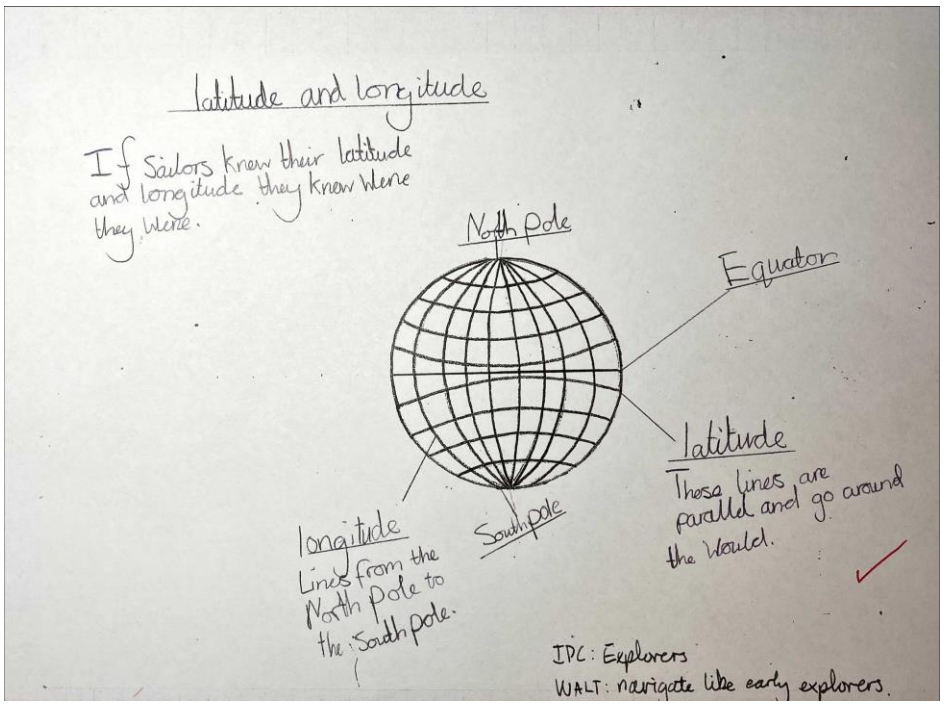
Walking from Asda to Blake Gardens Instructions

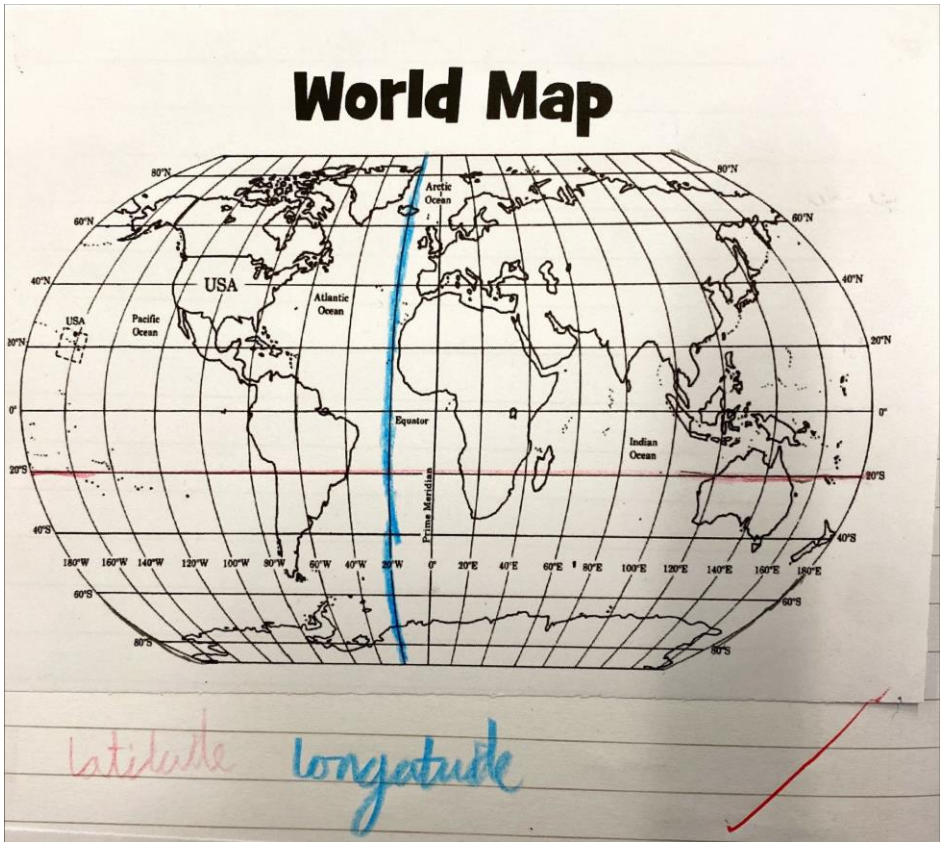
- From Asda walk to the river Parot.
- Go South river on the left
- When you reach the bridge cross it and continue
- Blake Gardens are beside the libary.

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



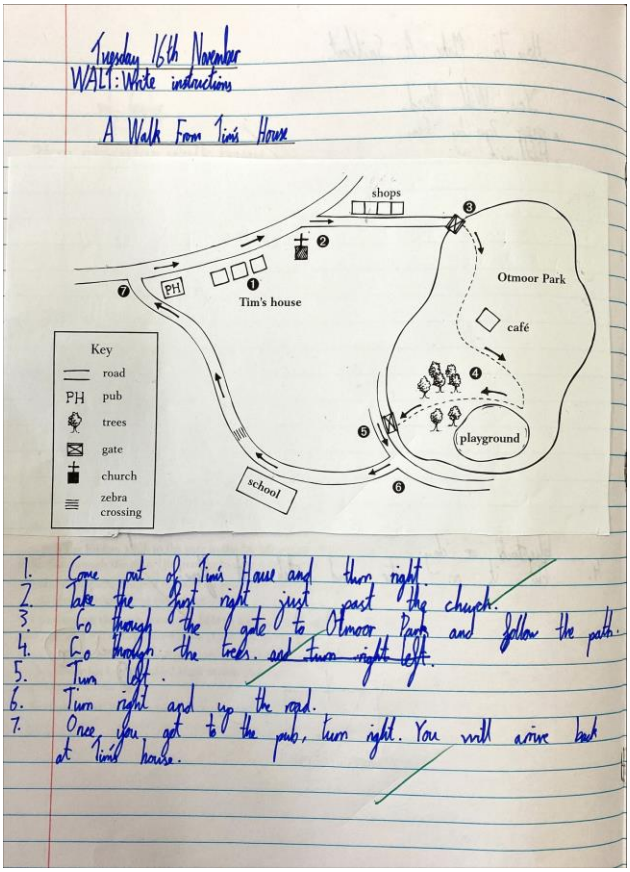
Learning about lines of longitude and latitude and the Equator through the topic of Explorers. **Map Knowledge**





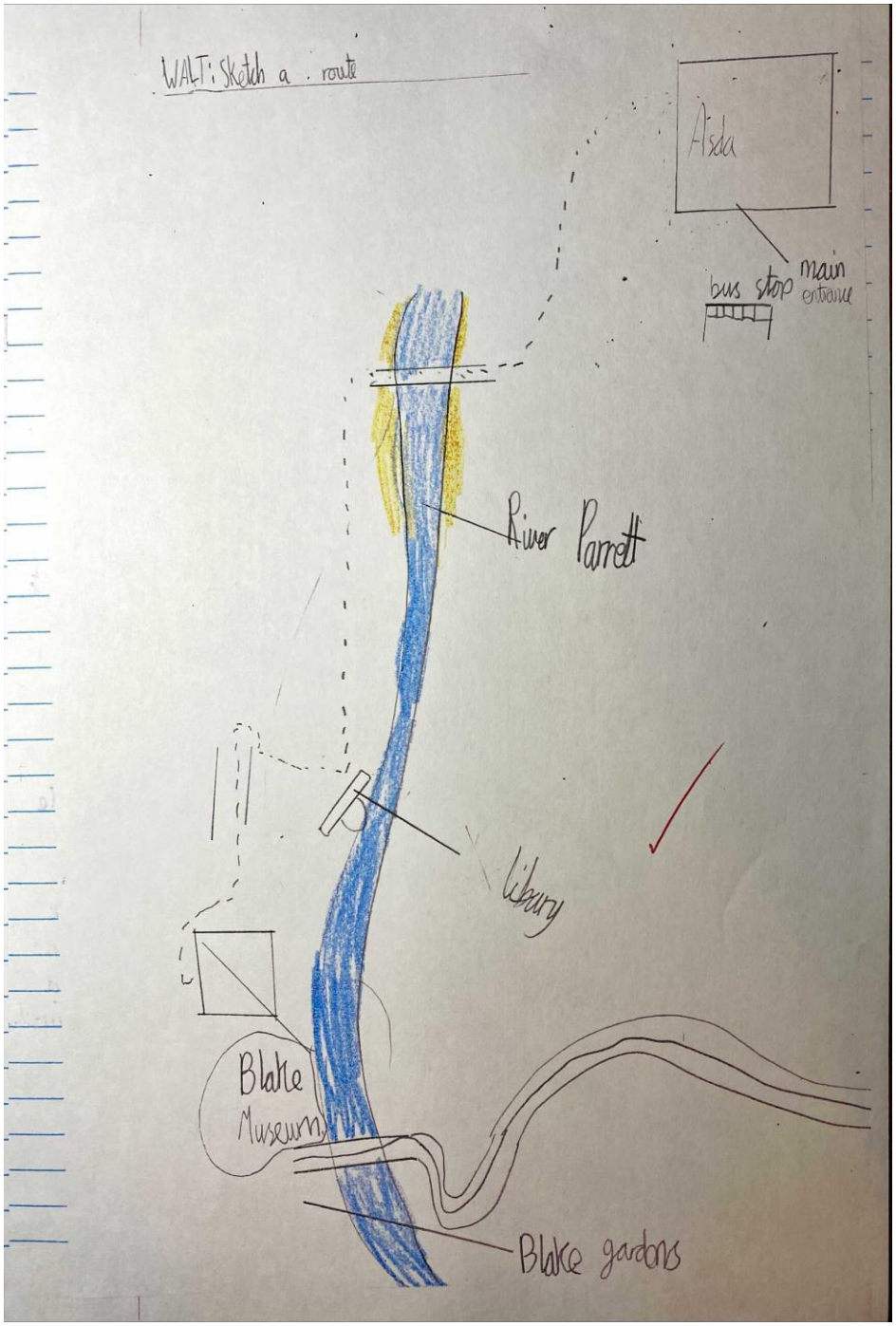
Understanding the relevance and importance of a key when following a route on a map. **Using/making maps**

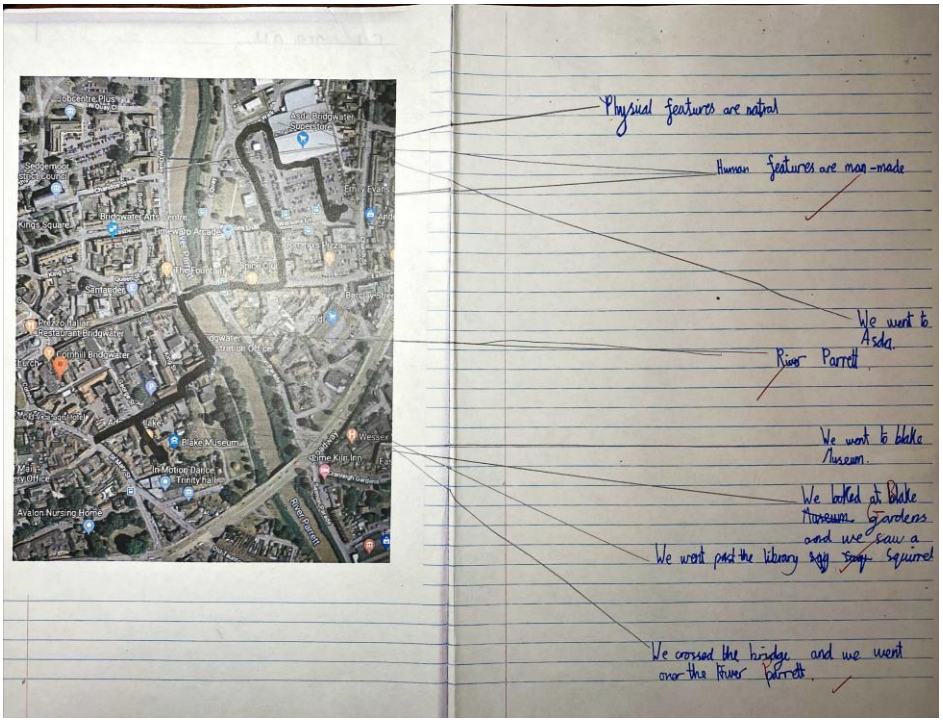
Use standard symbols in a key to give instructions on how to follow a particular route. **Making maps**



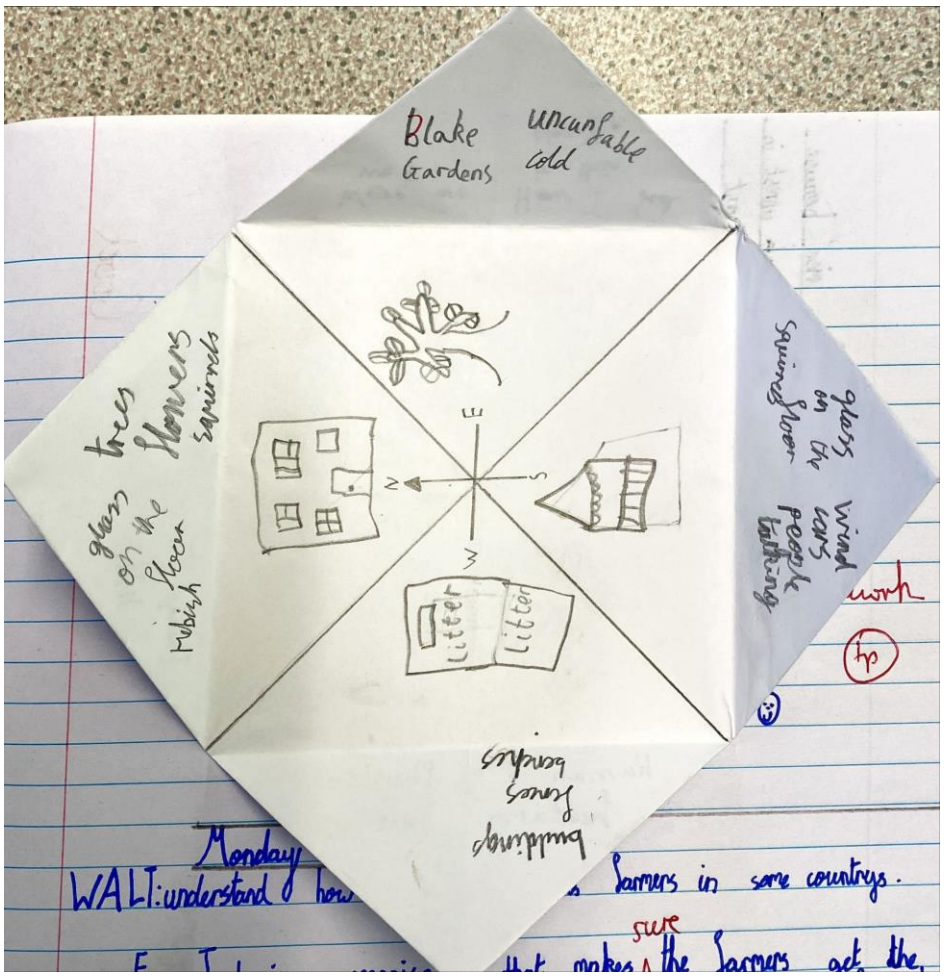
Fieldwork Skills

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.

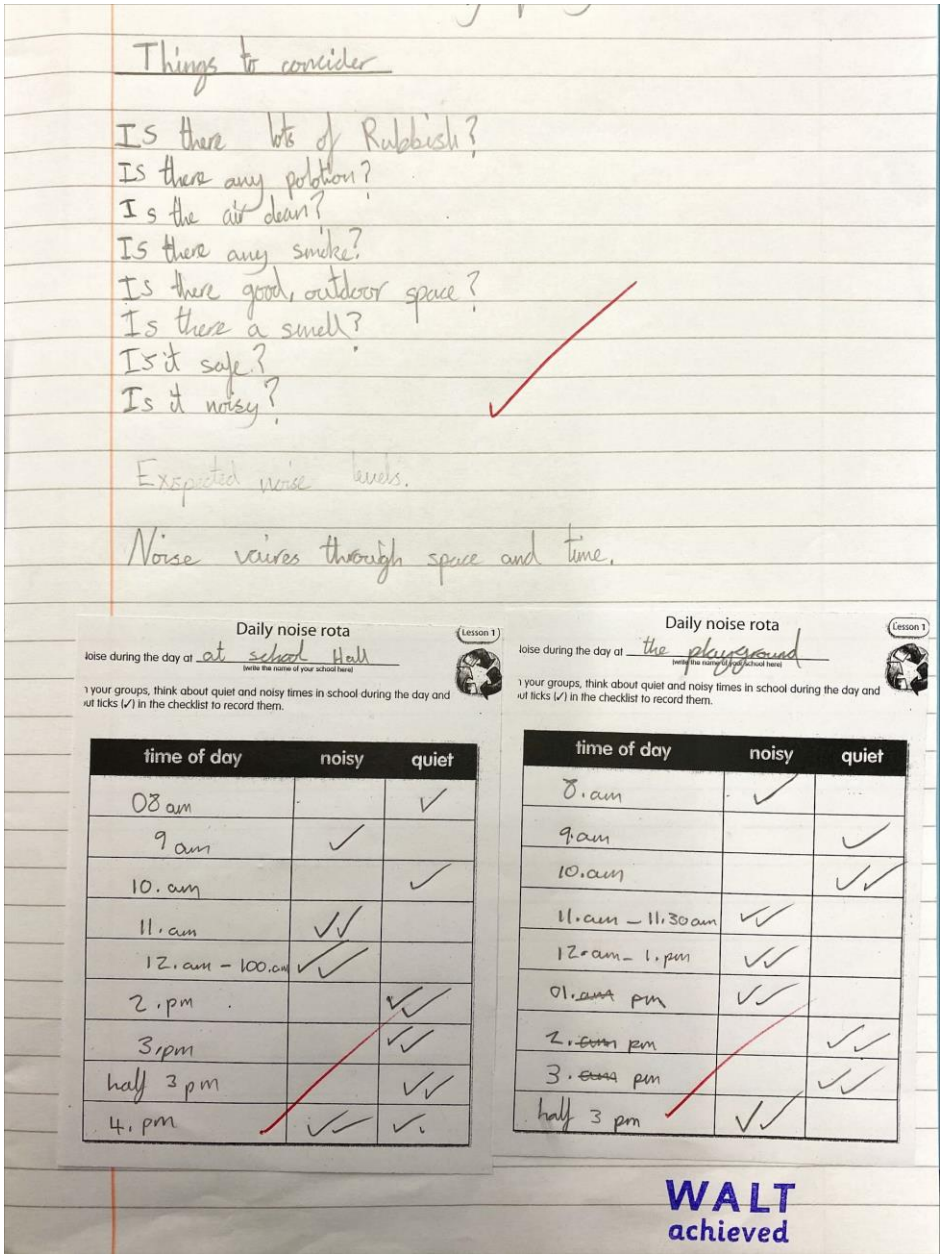

WALT: Sketch a . route
Asda
bus stop
main entrance
River Parrett
library
Blake Museum
Blake gardens



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?

Exspected noise levels.

Noise varies through space and time.

Daily noise rota

Lesson 1

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

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

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

Daily noise rota

Lesson 1

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

your groups, think about quiet and noisy times in school during the day and ut 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. ~~pm~~ pm		✓✓
3. ~~pm~~ 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.

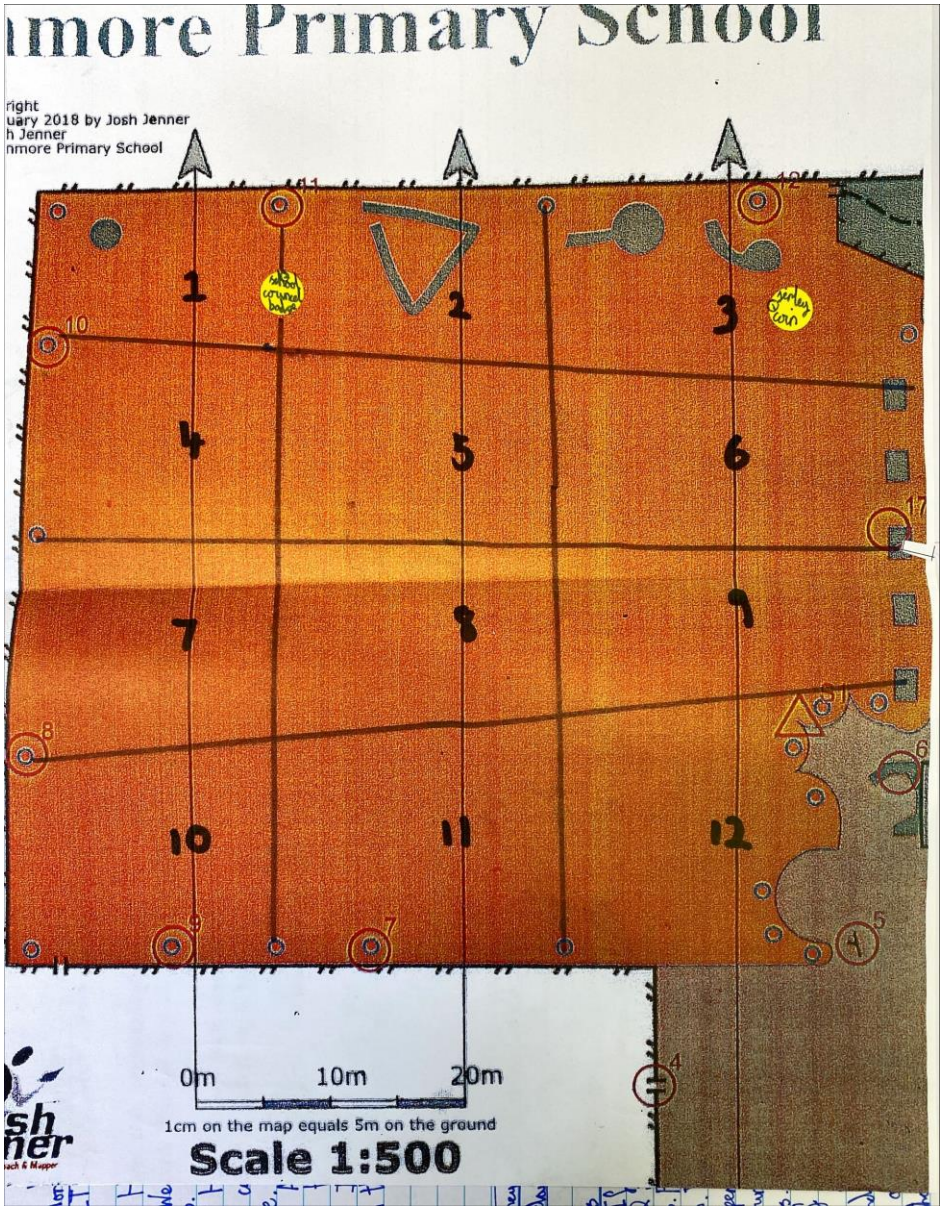
How can we know where we have looked?

We can put stickers on a map and write the peoples 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 tip

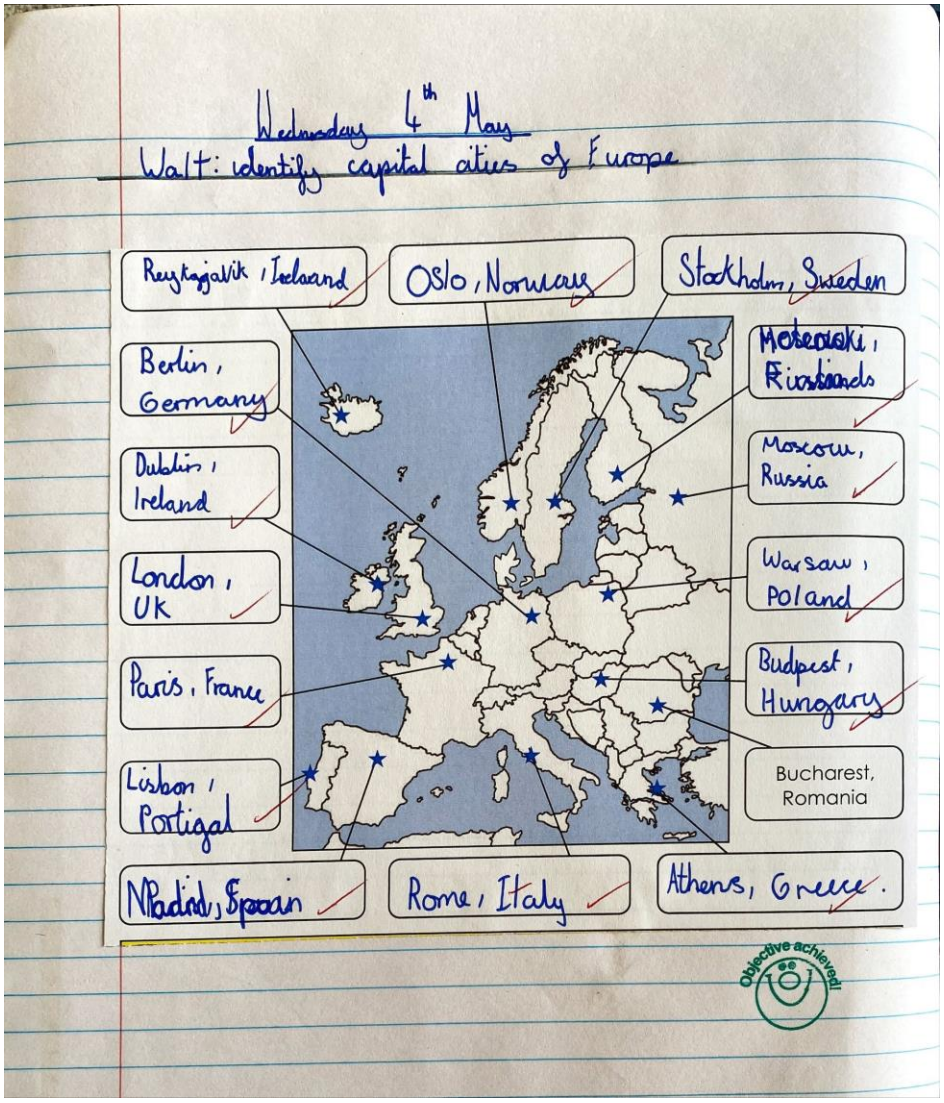


Class 4

Locational Geography

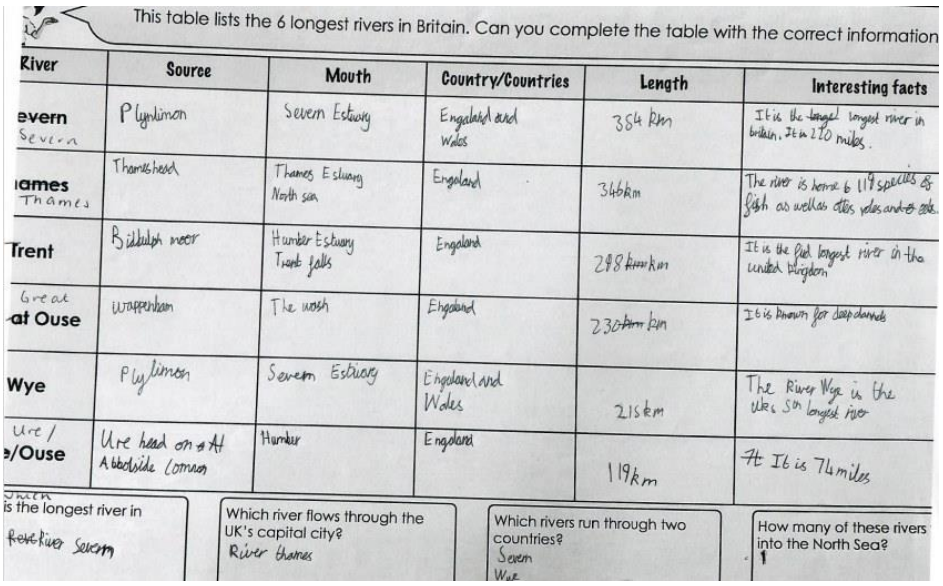
Locating the countries of Europe on a map and comparing features.

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
evern Severn	Plynlimon	Severn Estuary	England and Wales	354 Km	It is the ~~longest~~ longest river in britain. It is 220 miles.
ames Thames	Thamshead	Thames Estuary North sea	England	346km	The river is home to 119 species of fish as well as otters, voles and eels
Trent	Biddulph moor	Humber Estuary Trent falls	England	298 km	It is the 2nd longest river in the united kingdom
Great at Ouse	Wappenham	The wash	England	230 km	It is known for deep channels
Wye	Plynlimon	Severn Estuary	England and Wales	215km	The River Wye is the UK's 5th longest river
Ure / e/Ouse	Ure head on ~~at~~ Aldbside Common	Humber	England	119km	It is 74 miles

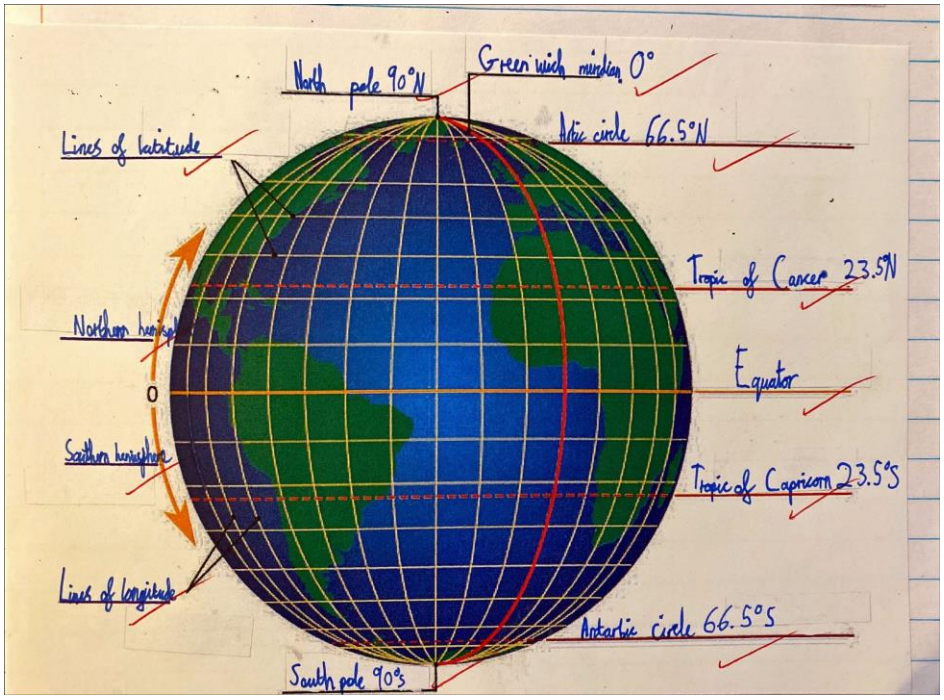
is the longest river in
River Severn

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

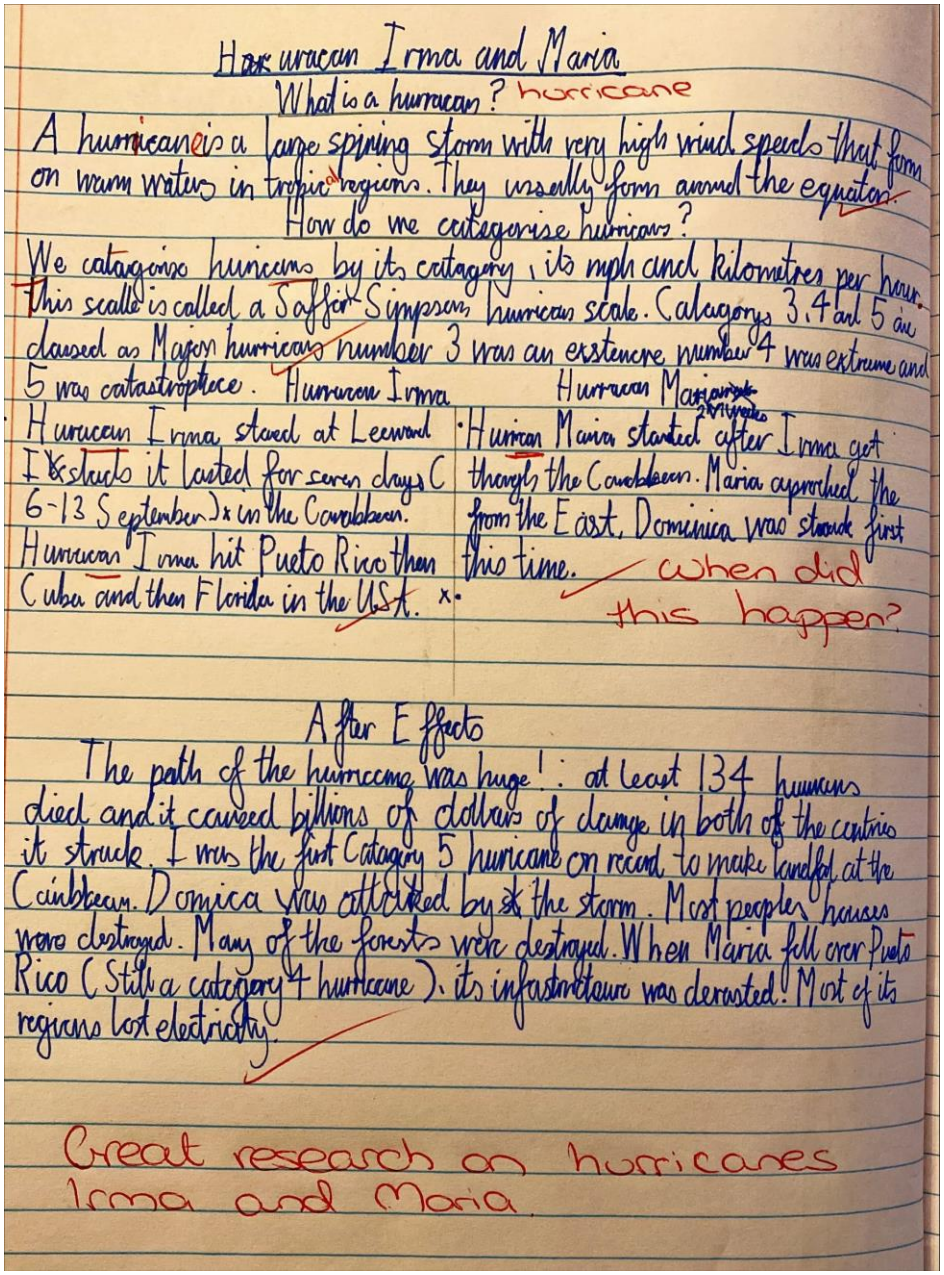
Identifying lines of latitude, longitude, the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles and the Prime/Greenwich Meridian when learning about weather and climate.



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? hurricane

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

How do we catagorise hurricans?

We catagorise hurricans by its catagory, its mph and kilometres per hour. This scale is called a Saffir Simpson hurrican scale. Catagorys 3, 4 and 5 are classed as Major hurricans number 3 was an esstencre, number 4 was extreme and 5 was catastrophece.

Hurrucan Irma

Hurucan Irma, stared at Leeward Islands it lasted for seven days (6-13 September) in the Carribbean. Hurrucan Irma hit Pueto Rico then Cuba and then Florida in the USA.

Hurrican Maria started after Irma got through the Carribbean. Maria approched the from the East. Dominica was struck first this time.

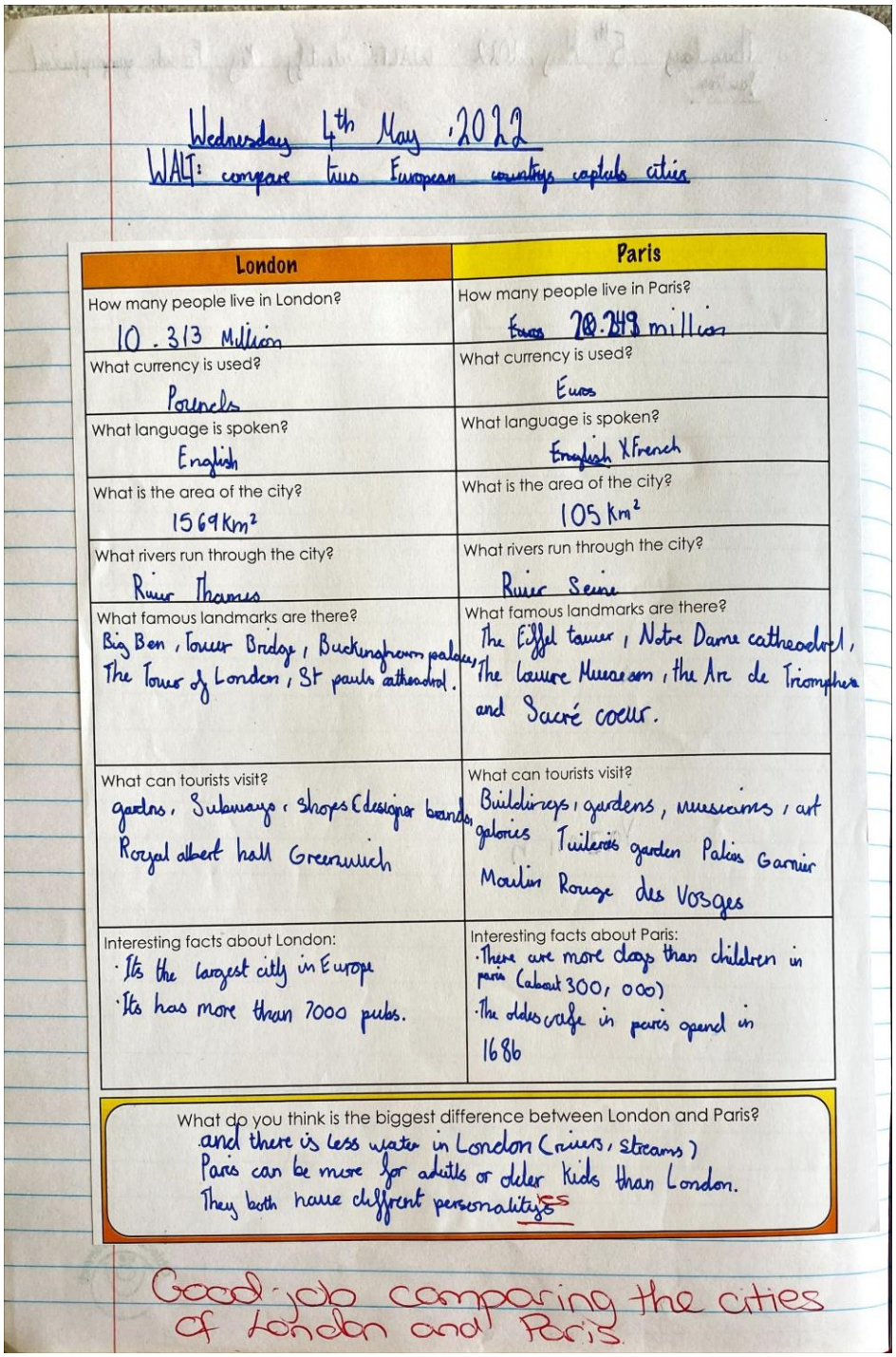
when did this happen?

After Effects

The path of the hurrecane was huge!: at least 134 humans died and it caused billions of dollars of deamge in both of the countries it struck. It was the first Catagory 5 hurricane on record to make landfall at the Caribbean. Domica was attacked by the storm. Most peoples houses were destroyed. Many of the forests were destroyed. When Maria fell over Pueto Rico (Still a catogery 4 hurricane). its infastructure was derasted. Most of its regions lost electricity.

Great research on hurricanes Irma and Maria.

Comparing London with Paris.



Wednesday 4th May 2022

WALT: compare two European countries capitals cities

London	Paris
How many people live in London? 10.313 Million	How many people live in Paris? Euros 20.249 million
What currency is used? Pounds	What currency is used? Euros
What language is spoken? English	What language is spoken? English X French
What is the area of the city? 1569 Km²	What is the area of the city? 105 Km²
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 galories Tuileries garden Palais Garnier Moulin Rouge des Vosges
Interesting facts about London: · Its the largest city in Europe · Its 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 10th June, 2021

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

Venezuela
- Petroleum

Guyana
- Rice
- Gold
- Sugar

French Guiana
- Fish
- Wood

Colombia
- Cotton and Textiles
- Bananas
- Sugar
- Coffee

Suriname
- Aluminium
- Gold

Ecuador
- Oil
- Gold
- Bananas
- Shrimp

Peru
- Coffee
- Peppers
- Sugar

Brazil
- Cocoa Beans
- Wood
- Oil
- Sugar
- Cars
- Coffee

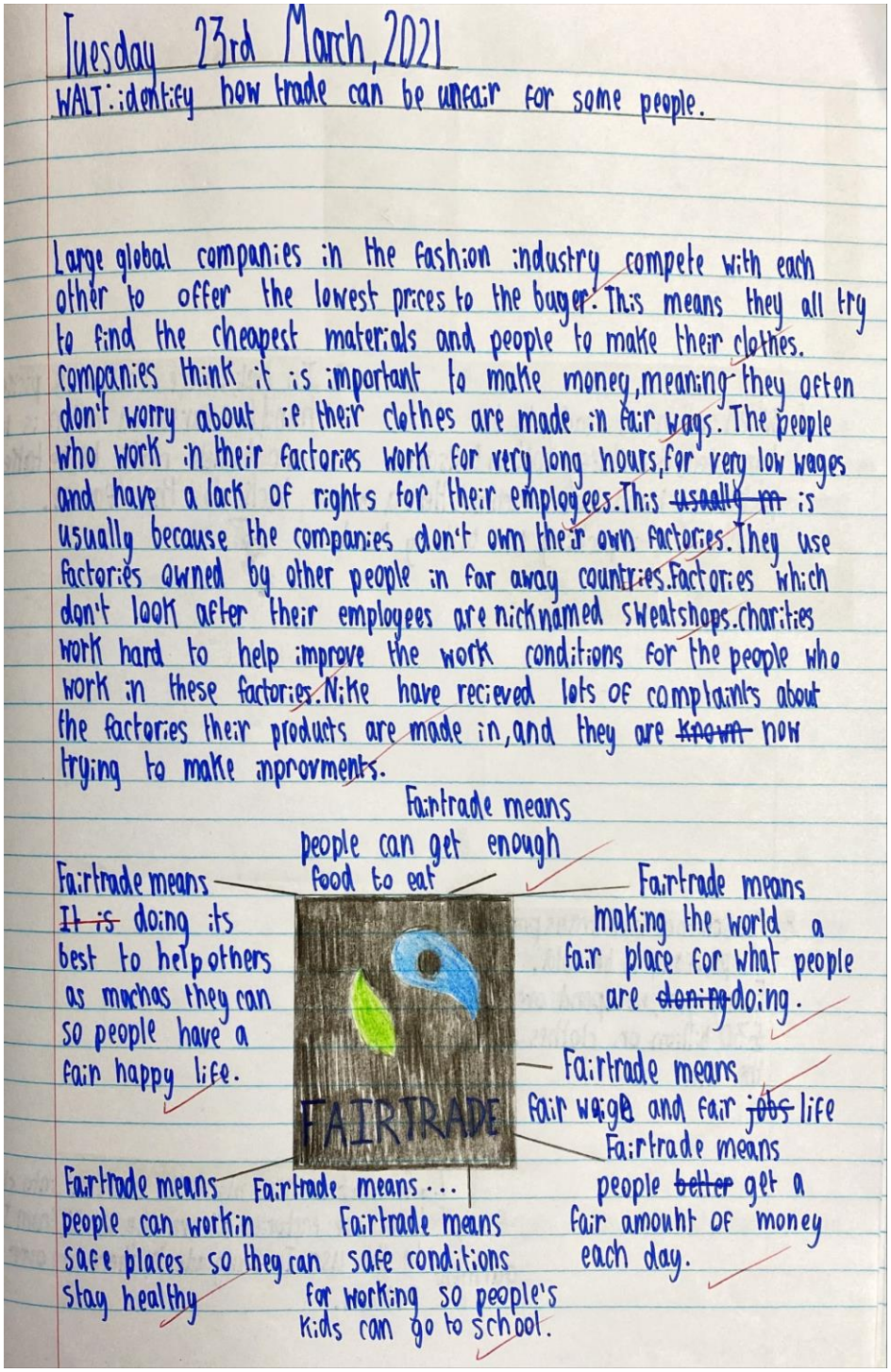
Bolivia
- Silver
- Soybeans

Uruguay
- Meat
- Wool

Paraguay
- Steel
- Pharmaceuticals

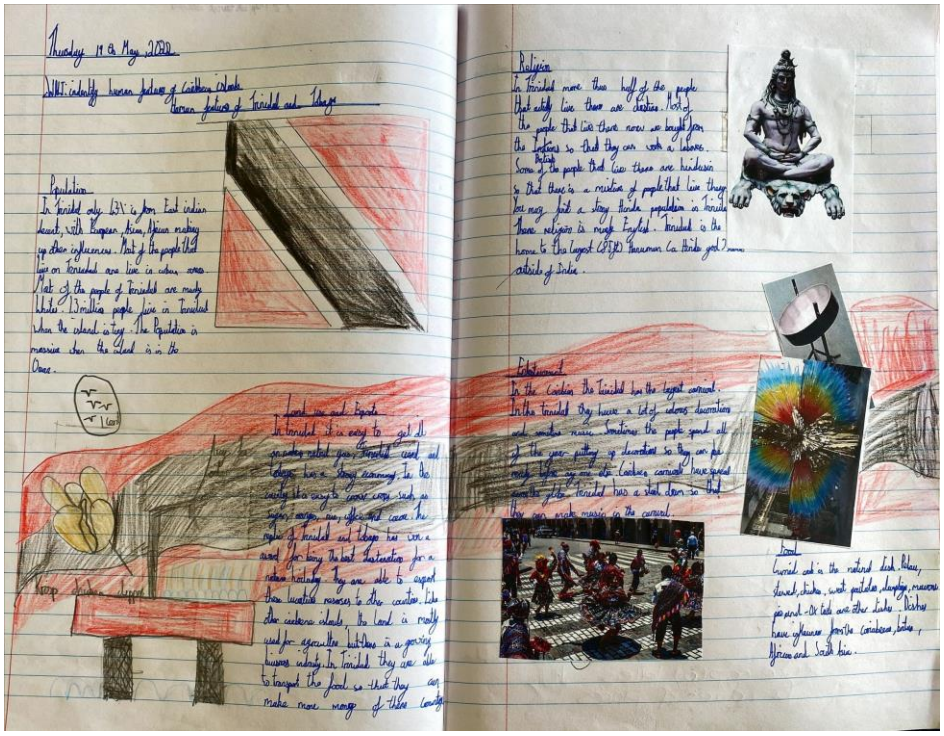
Chile
- Salmon
- Wine
- Copper
- Wood

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

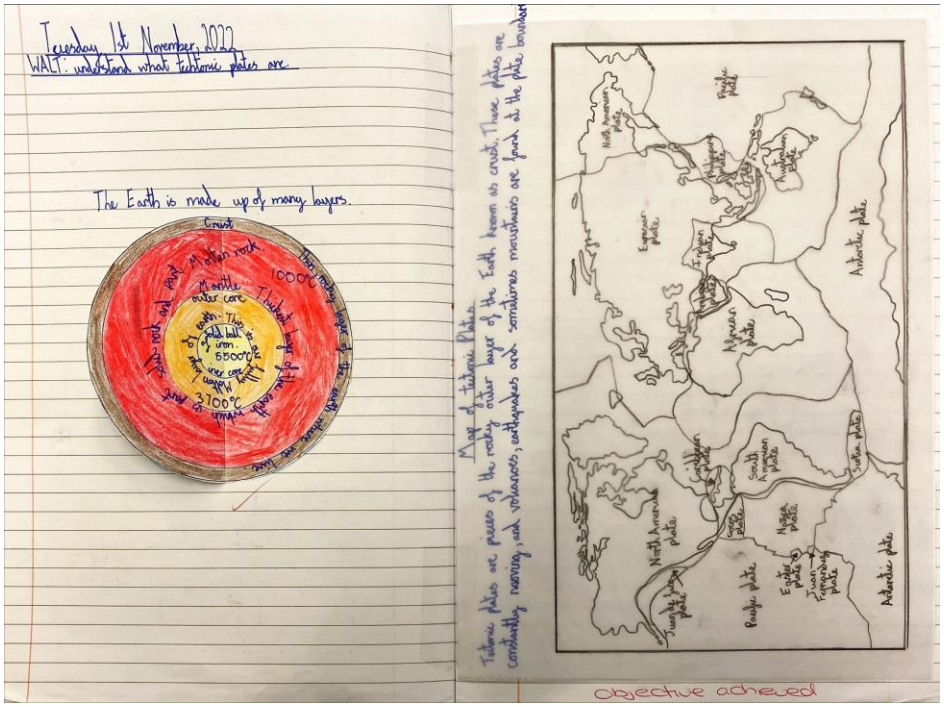


When learning about South America, the children looked at population sizes and the average life expectancies of the different countries. **Human Geography**

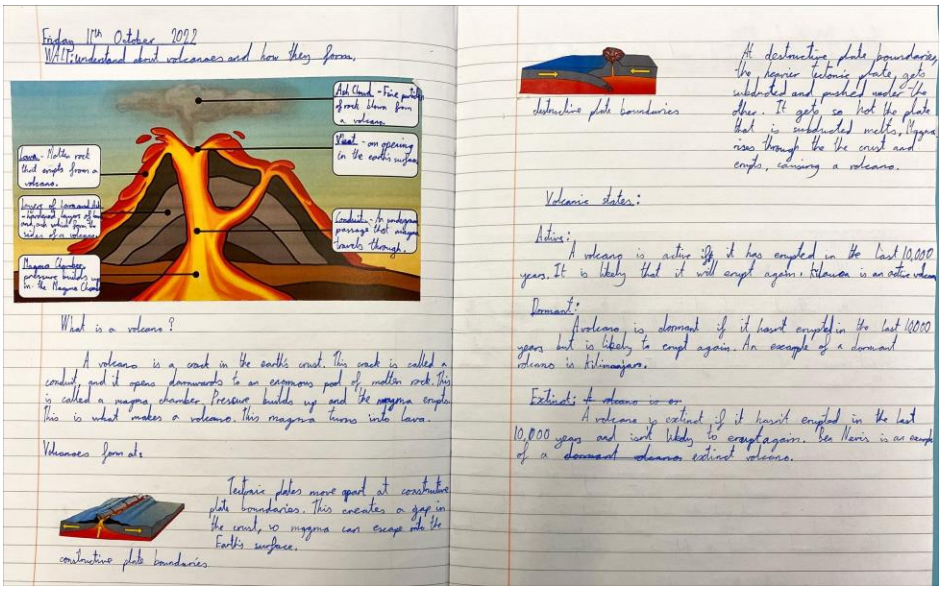
Identifying human features of a Caribbean island. **Human Geography**



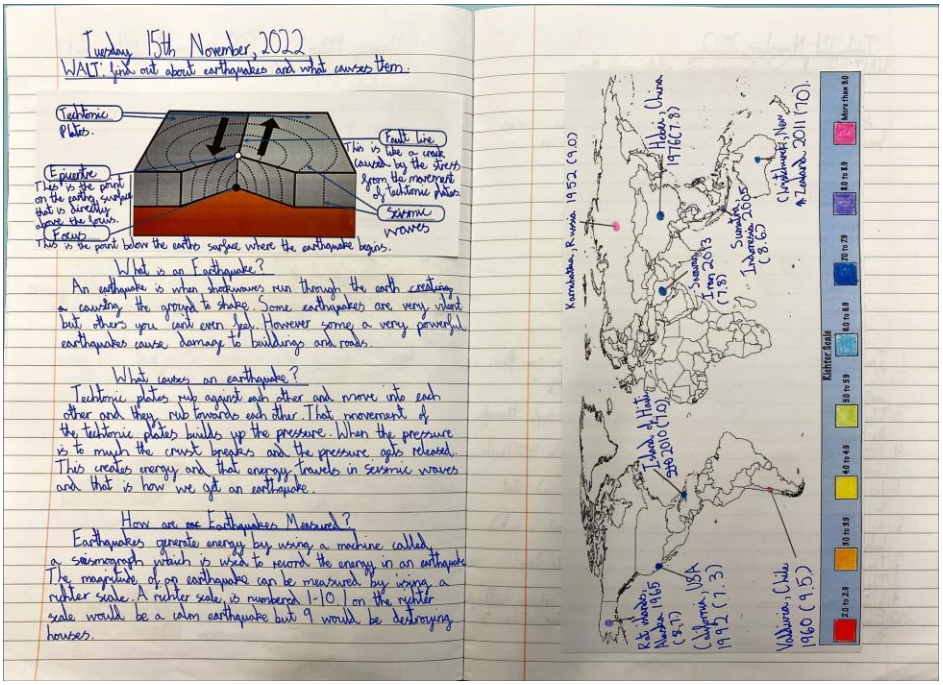
Learning about tectonic plates and why associated natural disasters occur. **Physical Geography**



Children learnt about the different features of a volcano and how they form. **Physical Geography**



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



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

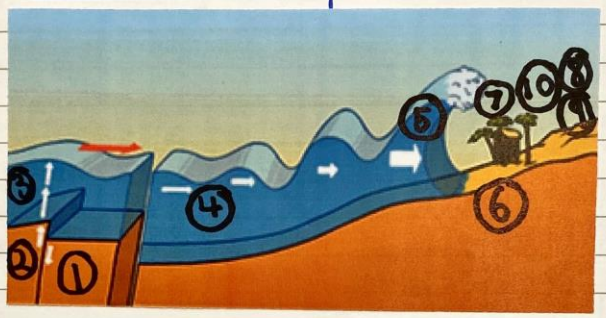
Tuesday, 22nd November, 2022

WALT: find out about tsunamis and what causes them.

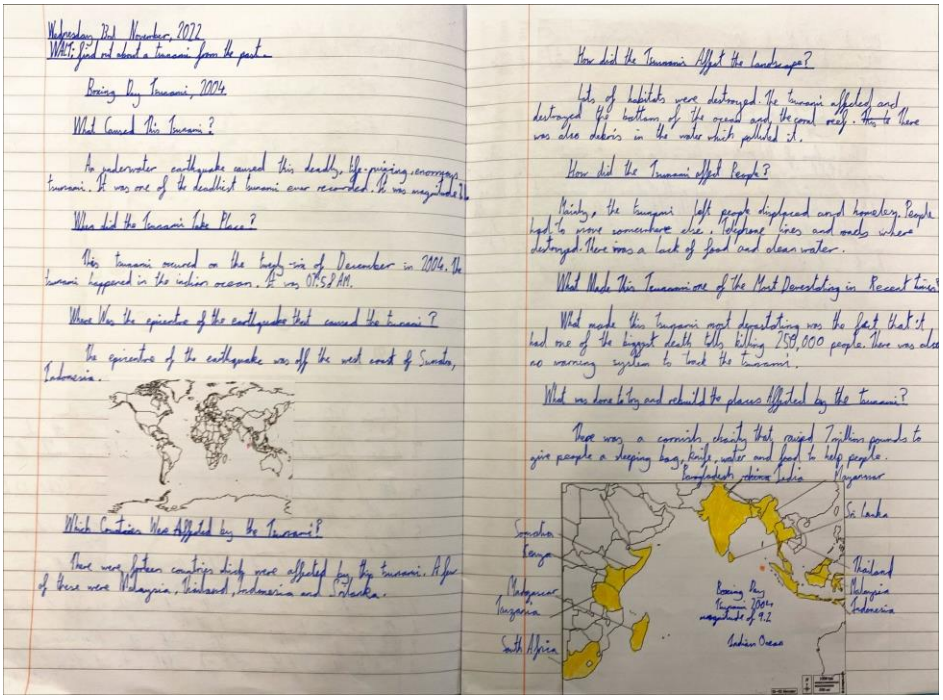
What is a tsunami?

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

How are Tsunamis formed?



1. Teutonic plates move towards ~~and~~ each other under the ocean floor.
2. The teutonic 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 ~~its~~ 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 inlands, 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 23rd November 2022
WALT: find out about a tsunami from the past.

Boxing Day Tsunami, 2004

What Caused This Tsunami?

An underwater earthquake caused this deadly, life-ripping, enormous tsunami. It was one of the deadliest tsunami ever recorded. It was magnitude 9.1

When did the Tsunami take Place?

This tsunami occured on the boxing day in December in 2004. The tsunami happened in the indian ocean. It was 07:58:53 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. A few 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 ocean and the coral reefs. There was also debris in the water that polluted it.

How did the Tsunami affect People?

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

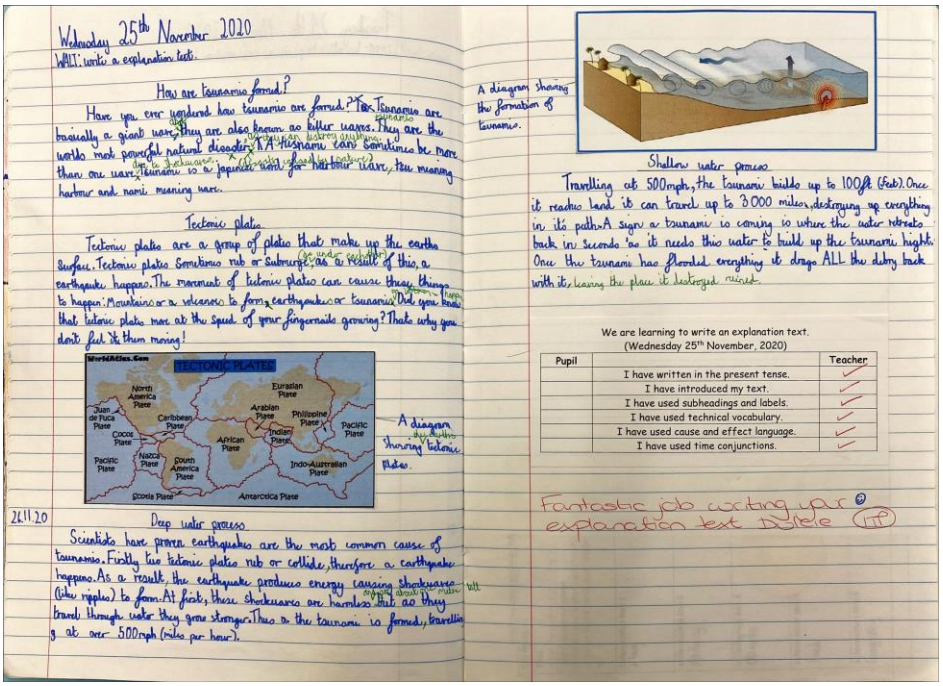
What Made This Tsunami one of the Most Devastating in Recent Times?

What made this tsunami most devastating was the fact that it had one of the biggest death tolls, killing 258,000 people. There was also no warning system to track the tsunami.

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

There was a comic charity that raised 7 billion pounds to give people a sleeping bag, knife, water and food to help people.

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



Wednesday 25th November 2020
WALT: write a 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 worlds most powerful natural disasters. A Tsunami can sometimes be more than one wave. Tsunami is a japanese word for harbour wave, this meaning harbour and nami meaning wave.

Tectonic plates

Tectonic plates are a group of plates that make up the earths surface. Tectonic plates sometimes rub or subscript, as a result of this, a earthquake happens. The movement of tectonic plates can cause these things to happen: Mountains or a volcanoes to form, earthquakes or tsunamis. Did you know that tectonic plate move at the speed of your fingernails growing? That's why you don't feel it them moving!

A diagram showing tectonic plates.

26.11.20

Deep water process

Scientists have proven earthquakes are the most common cause of tsunamis. Firstly two tectonic plates rub or collide, therefore a earthquake happens. As a result, the earthquake produces energy causing shockwaves (like ripples) to form. At first, these shockwaves are harmless but as they travel through water they grow stronger. Thus a the tsunami is formed, travelling at over 500mph (miles per hour).

A diagram showing the formation of tsunamis.

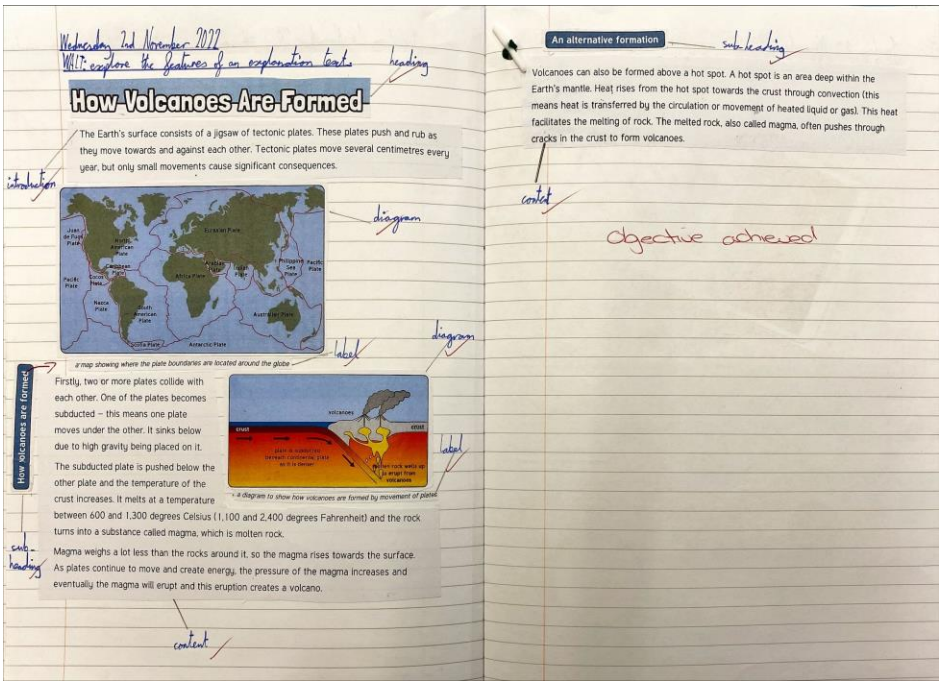
Shallow water process

Travelling at 500mph, the tsunami builds up to 100ft (feet). Once it reaches land it can travel up to 3000 miles, destroying up everything in its path. A sign a tsunami is coming is where the water retreats back in seconds as it needs this water to build up the tsunamis height. Once the tsunami has flooded everything it drags ALL the dirty back with it, leaving the place it destroyed ruined.

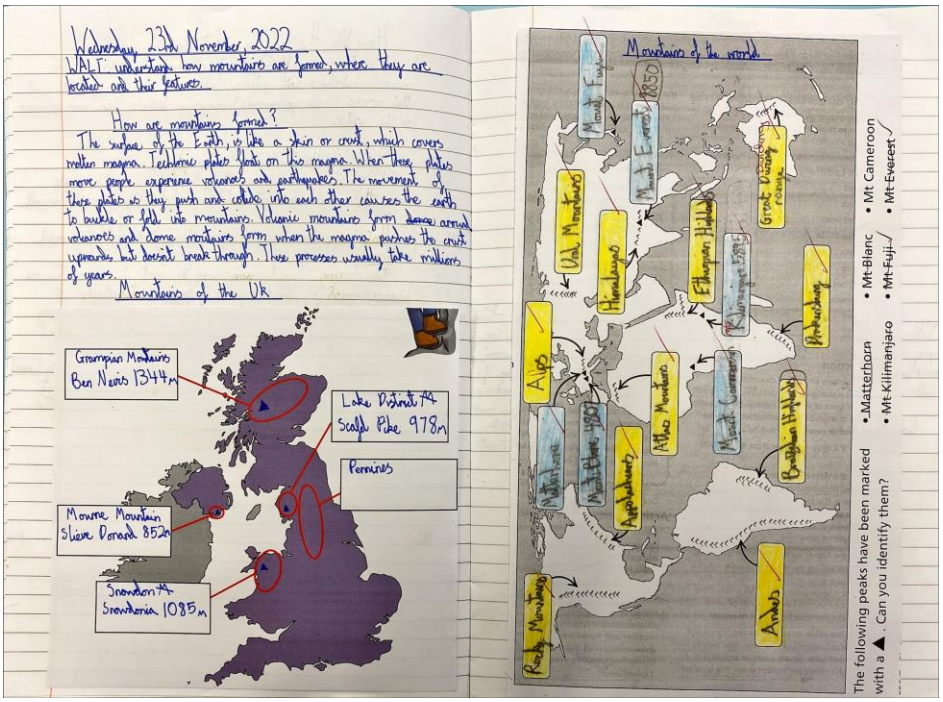
We are learning to write an explanation text.
(Wednesday 25th November, 2020)

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.	✓

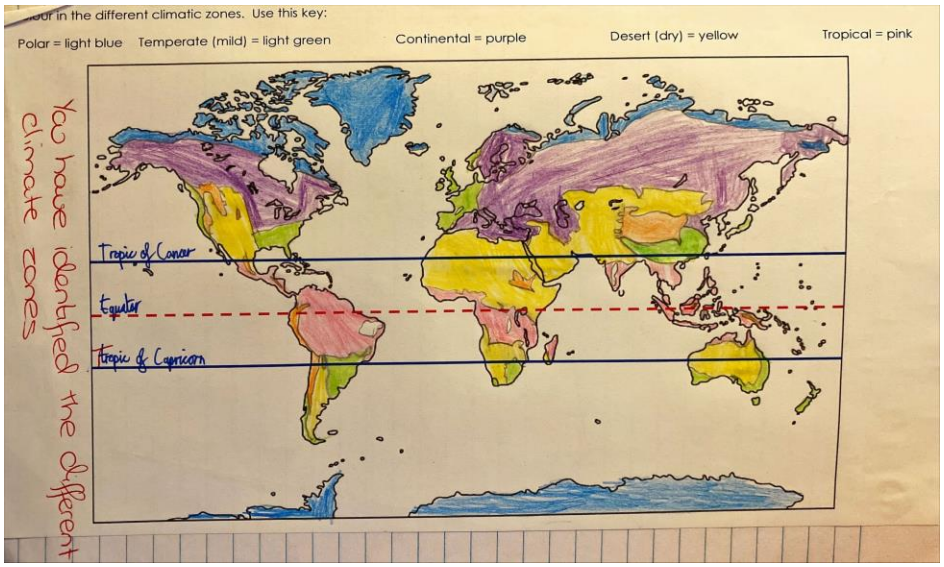
Fantastic job writing your explanation text Dylan (LP)



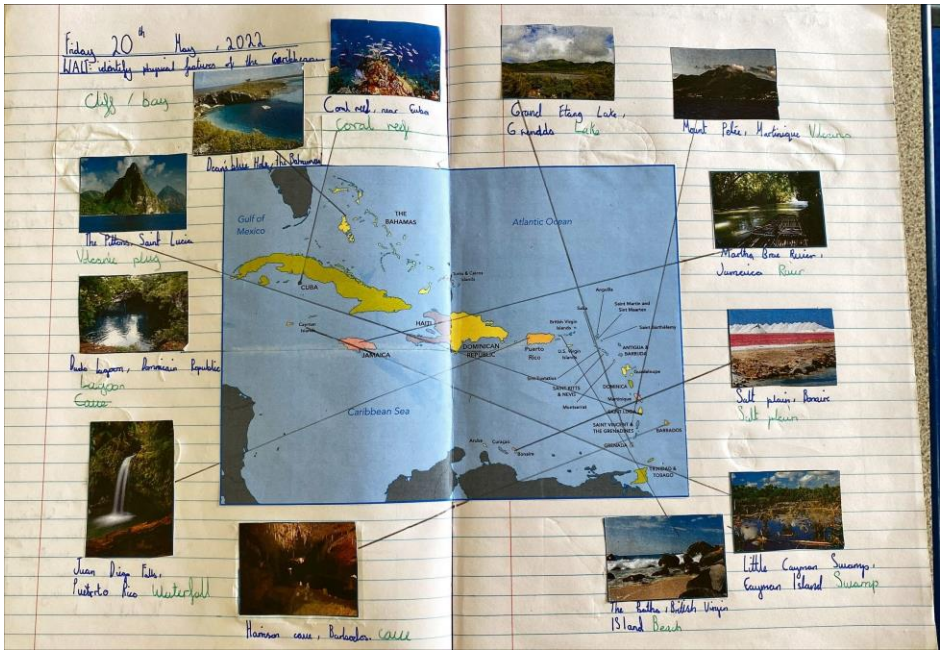
In Mountains, children learnt the names of the world's and UK's highest mountains and mountain ranges. They also labeled key features of a mountain and found out about how mountains are formed. **Physical Geography**



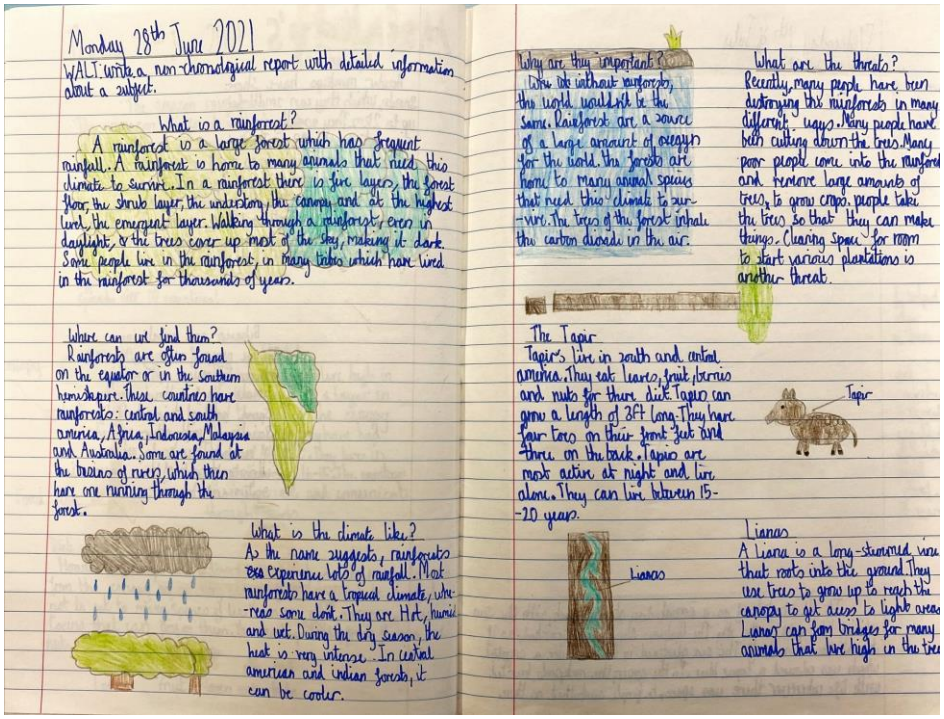
During Weather and Climate, children learnt about and identified the world's major climate zones on a world map. **Physical Geography**



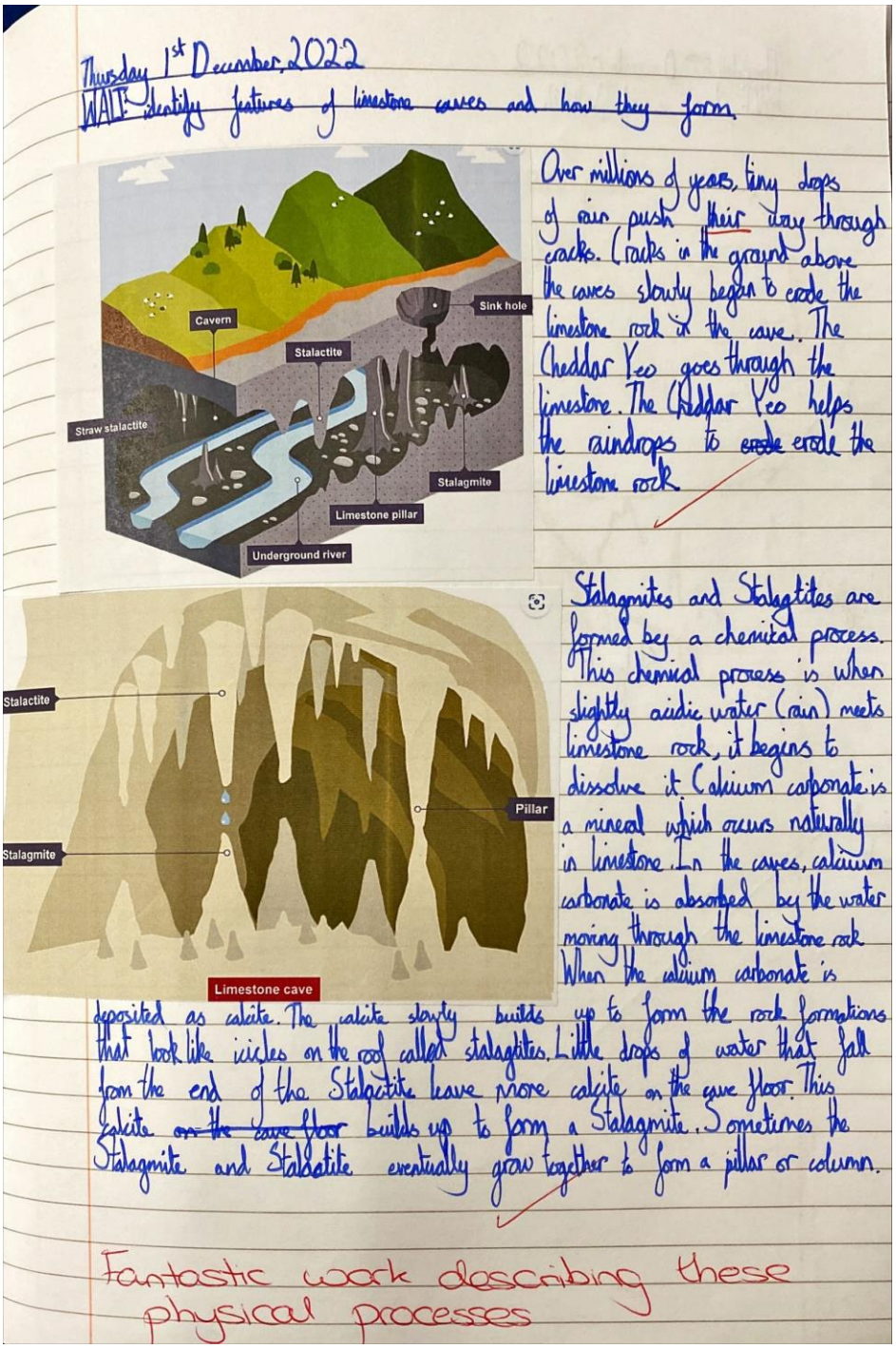
Identifying physical landforms from around the Caribbean. **Physical Geography**



Learning about rainforests. **Physical Geography**

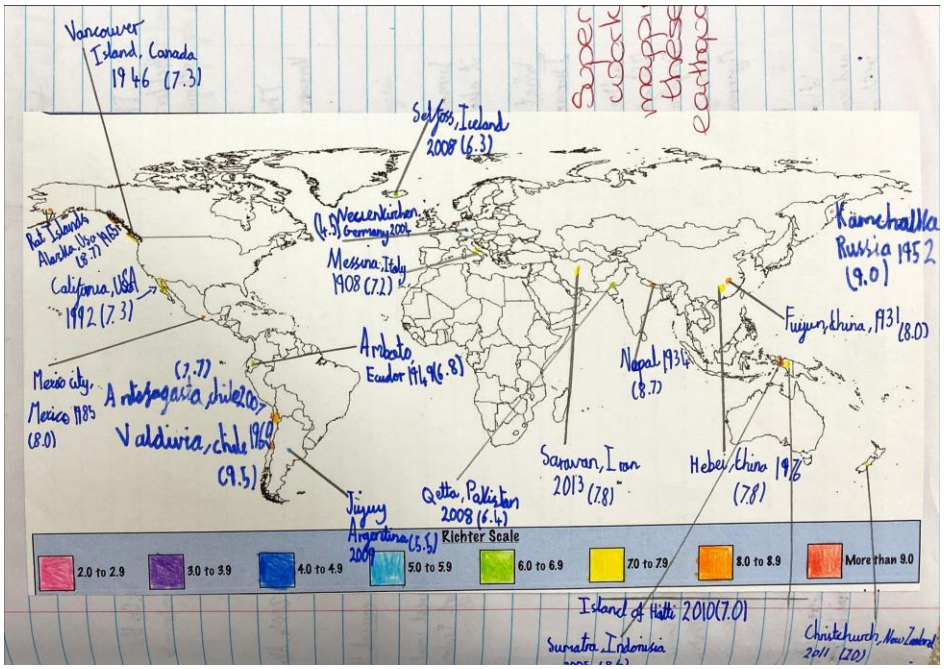


Learning about limestone cave formations before visiting Cheddar Gorge. **Physical Geography**



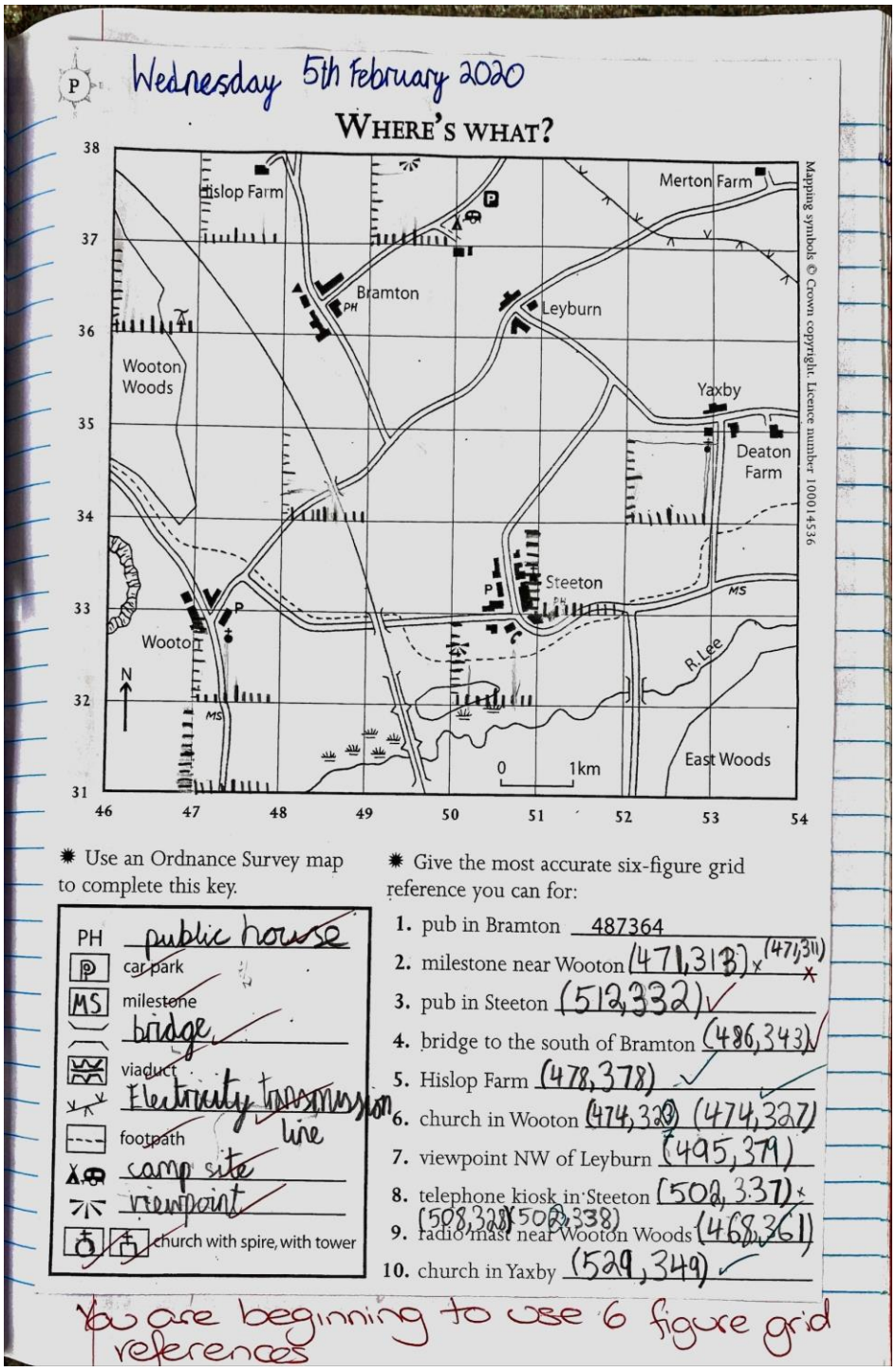
Map Skills

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



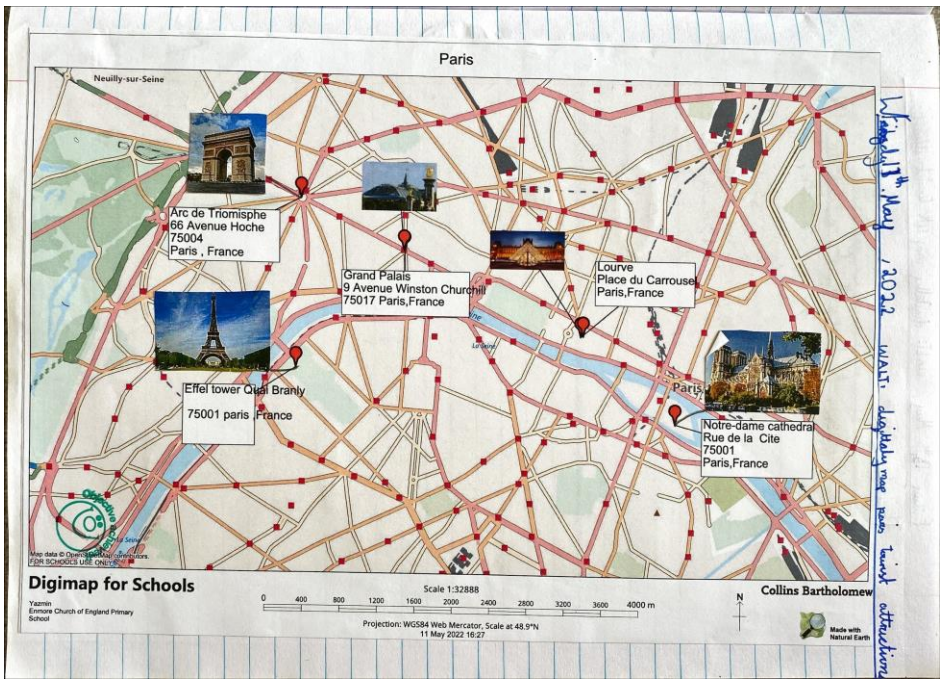
Using digital maps to map a route and calculate distances of legs. **Using Maps.**

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.**

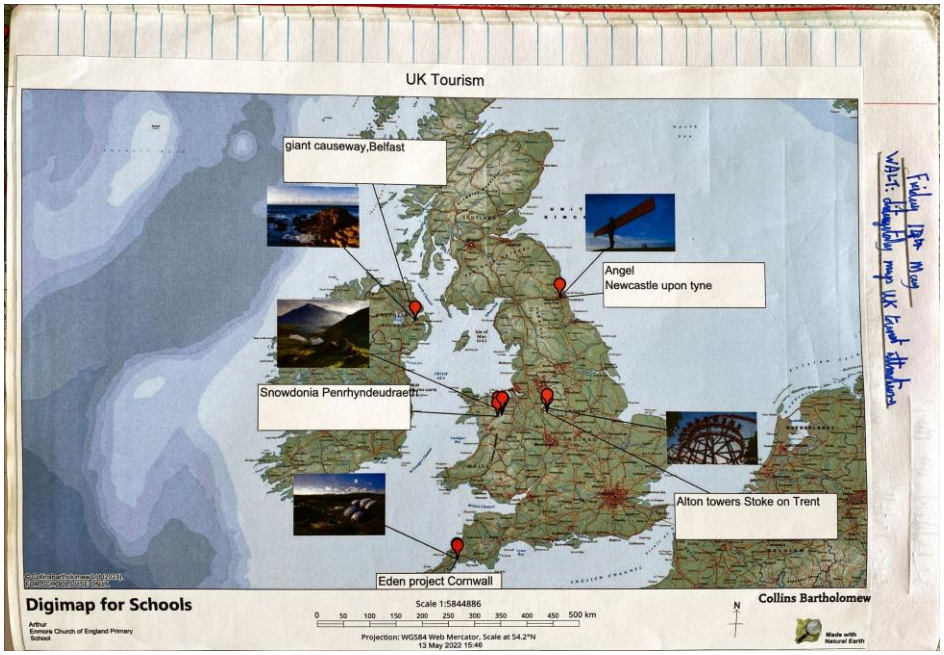


Using OS maps to work out place name origins. **Using Maps**

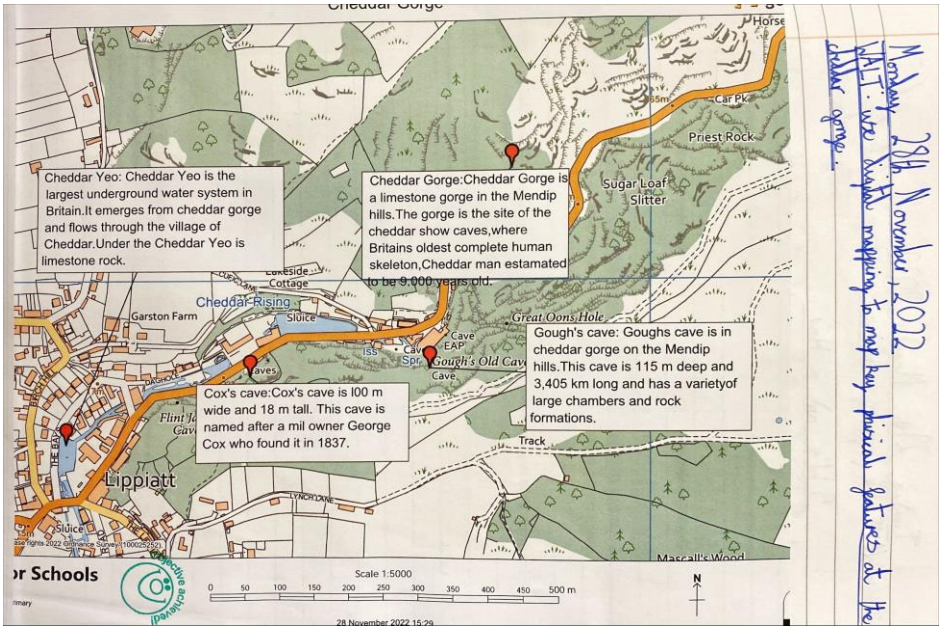
Digitally mapping tourist attractions in Paris. **Using Maps**



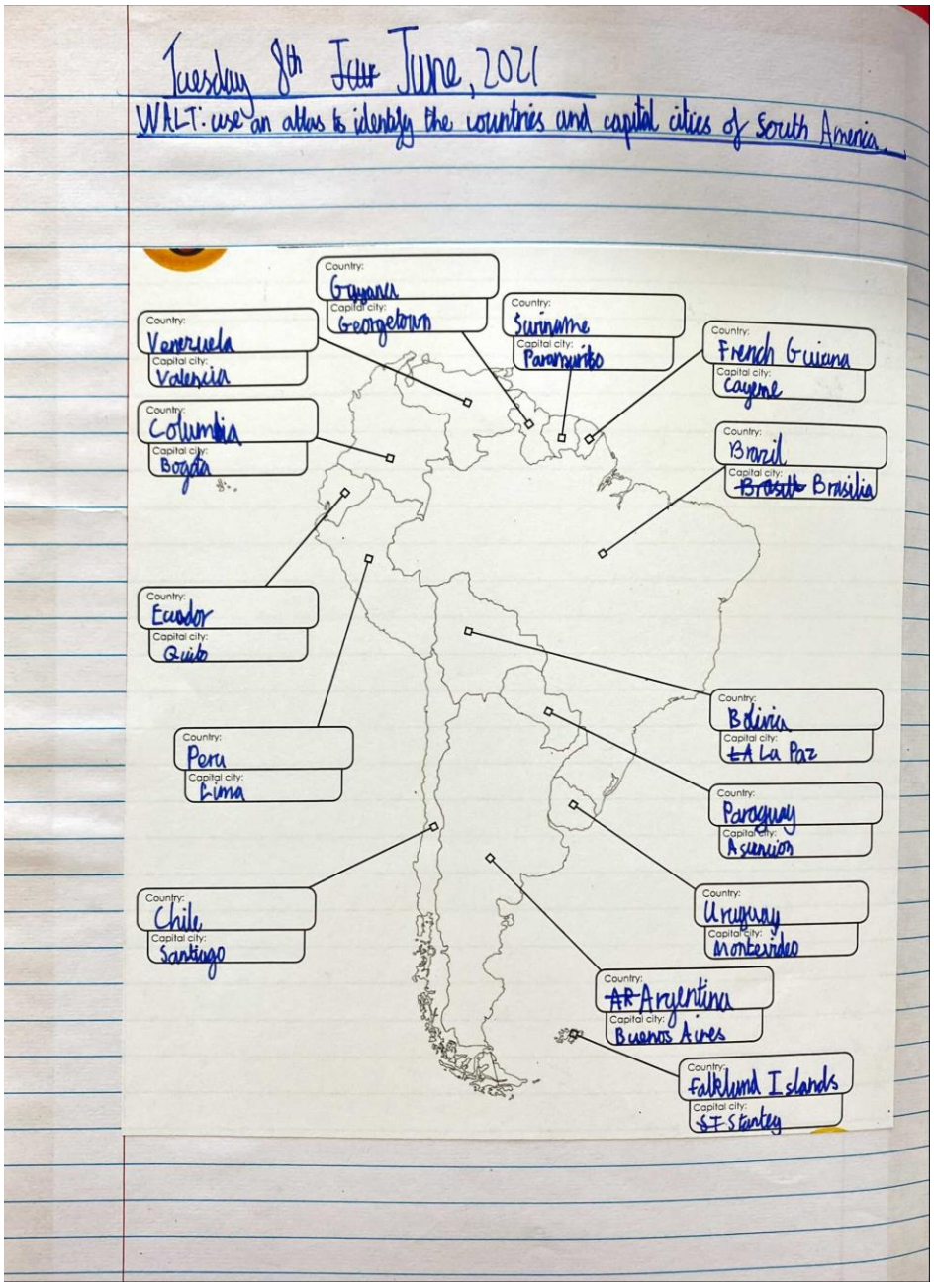
Digitally mapping tourist attractions around the UK. **Using Maps**



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



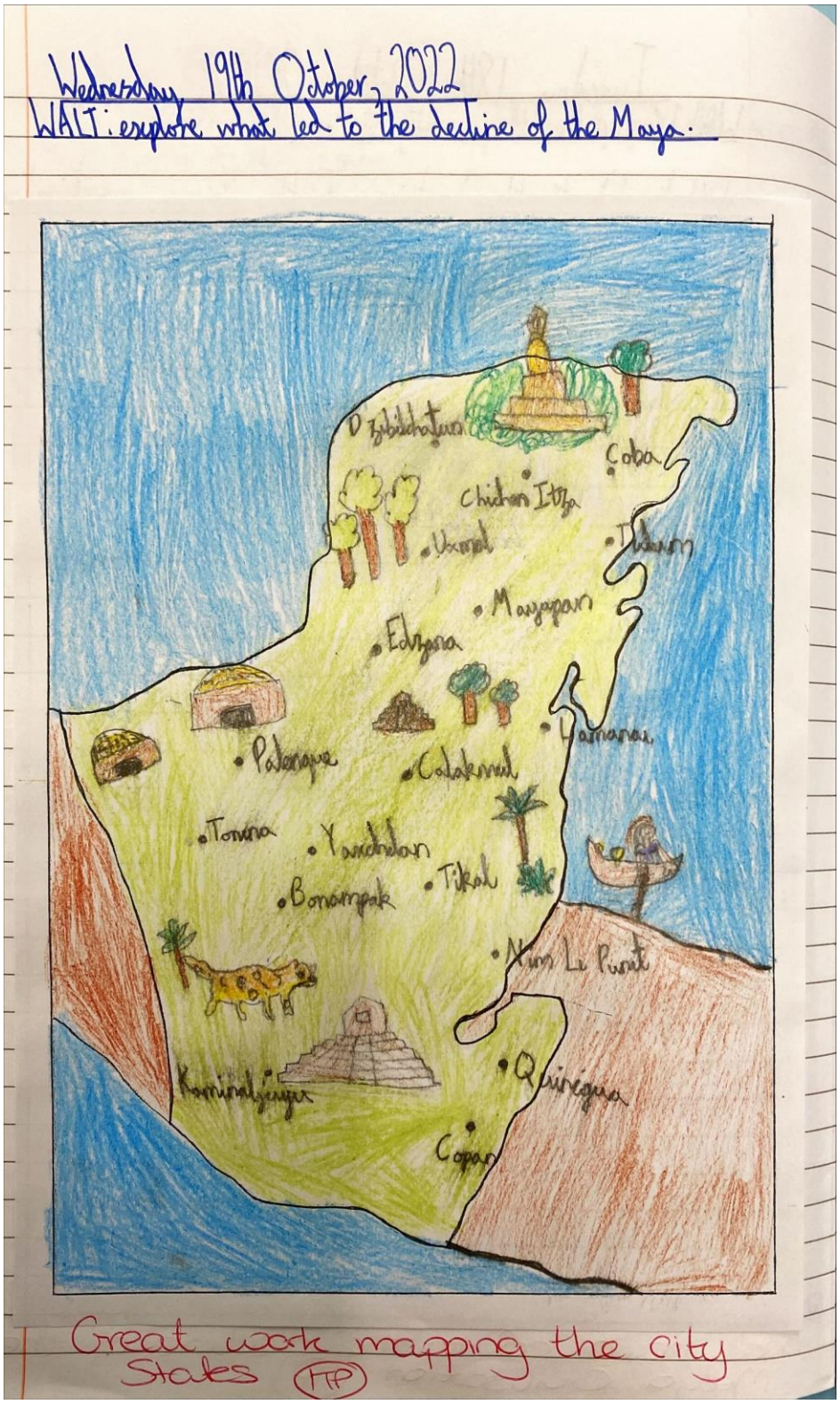
Locating and naming the countries and capital cities of South America. **Map Knowledge**



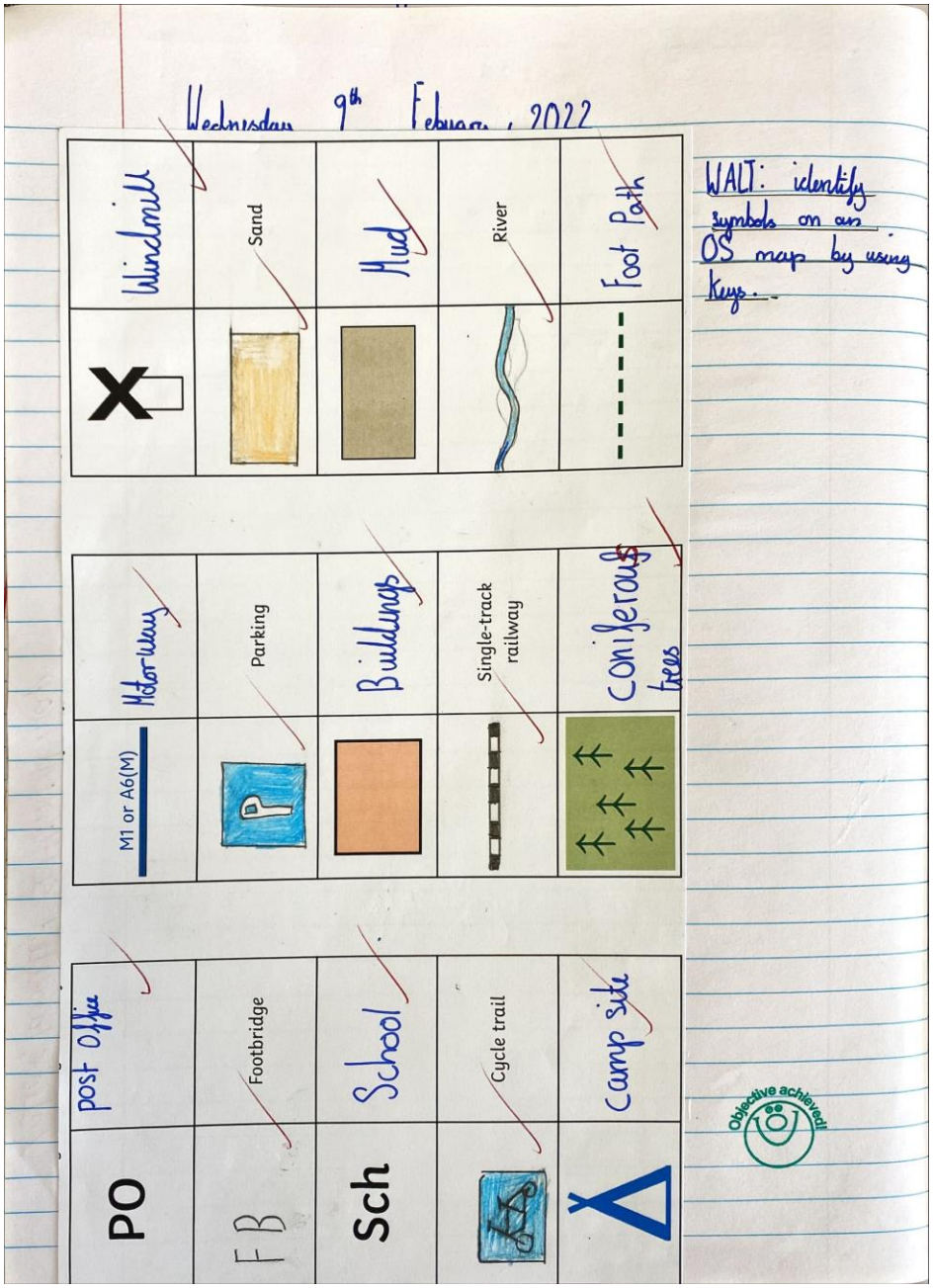
Locating and naming the islands of the Caribbean. **Map Knowledge**

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**

Creating a sketch map in history. **Making Maps**

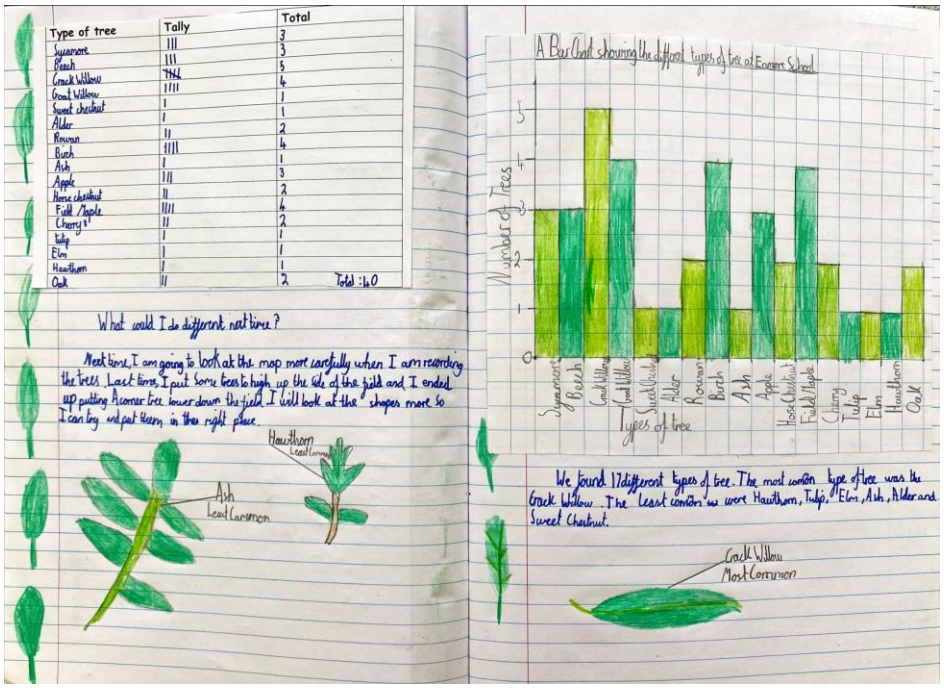


Recognising OS map symbols and why the key is an important tool when map reading. **Making Maps**



Fieldwork Skills

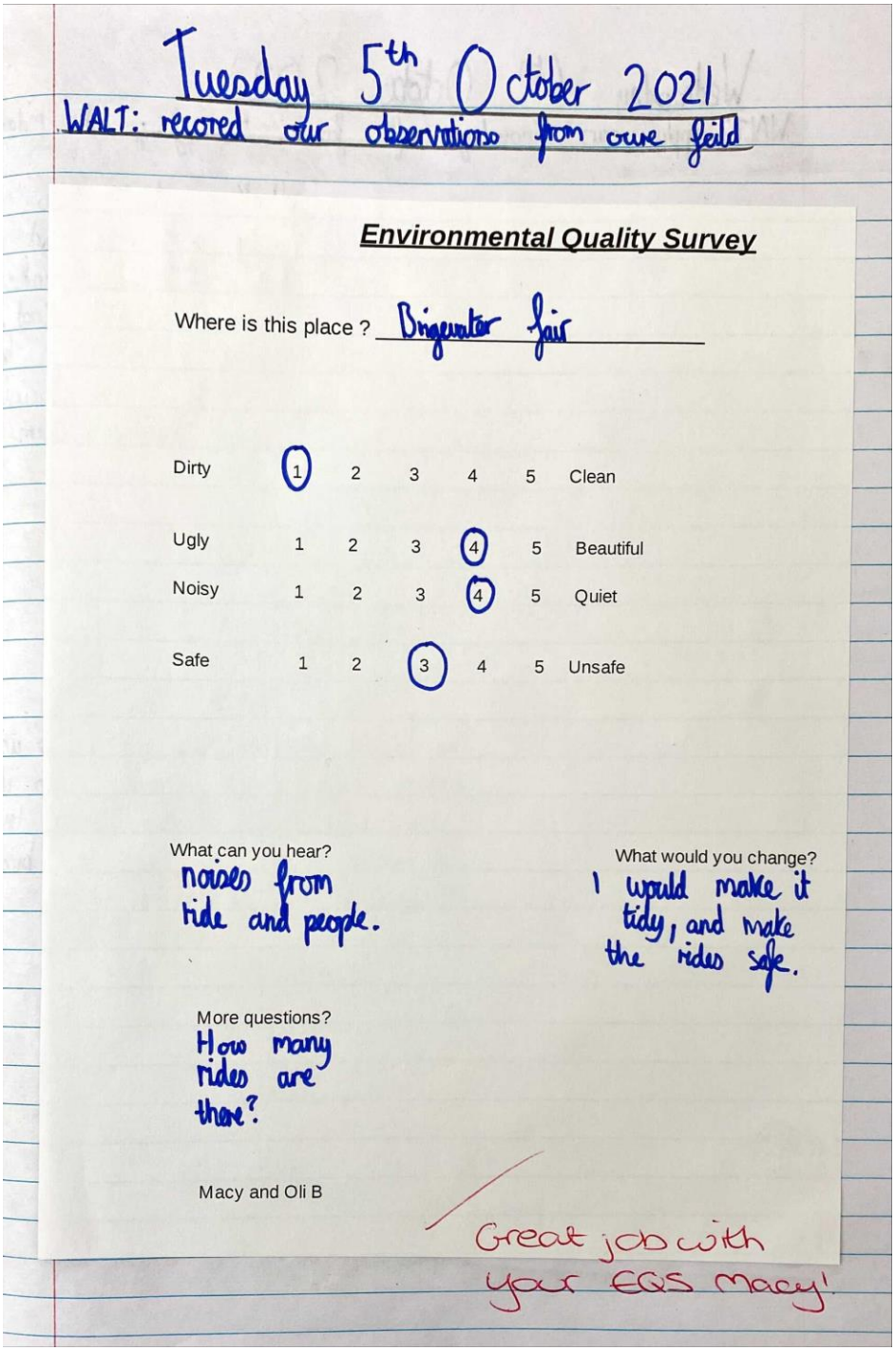
The children investigated how many different types of tree grow at school. They identified the different types of tree and mapped them on a sketch map. After tallying the types of tree, they created a bar chart to present their data. They took photos to use in their investigations.



Type of tree	Tally	Total
Sycamore	III	3
Beech	III	3
Crack Willow	𝍸	5
Goat Willow	𝍸 I	6
Sweet chestnut	I	1
Alder	I	1
Rowan	II	2
Birch	𝍸	4
Ash	I	1
Apple	III	3
Horse chestnut	II	2
Field Maple	𝍸	4
Cherry	II	2
Tulip	I	1
Elm	I	1
Hawthorn	I	1
Oak	II	2

Total :40

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



Tuesday 5th October 2021

WALT: record our observations from our field

Environmental Quality Survey

Where is this place ? Bingenhoe fair

Dirty	(1)	2	3	4	5	Clean
Ugly	1	2	3	(4)	5	Beautiful
Noisy	1	2	3	(4)	5	Quiet
Safe	1	2	(3)	4	5	Unsafe

What can you hear?
noises from ride and people.

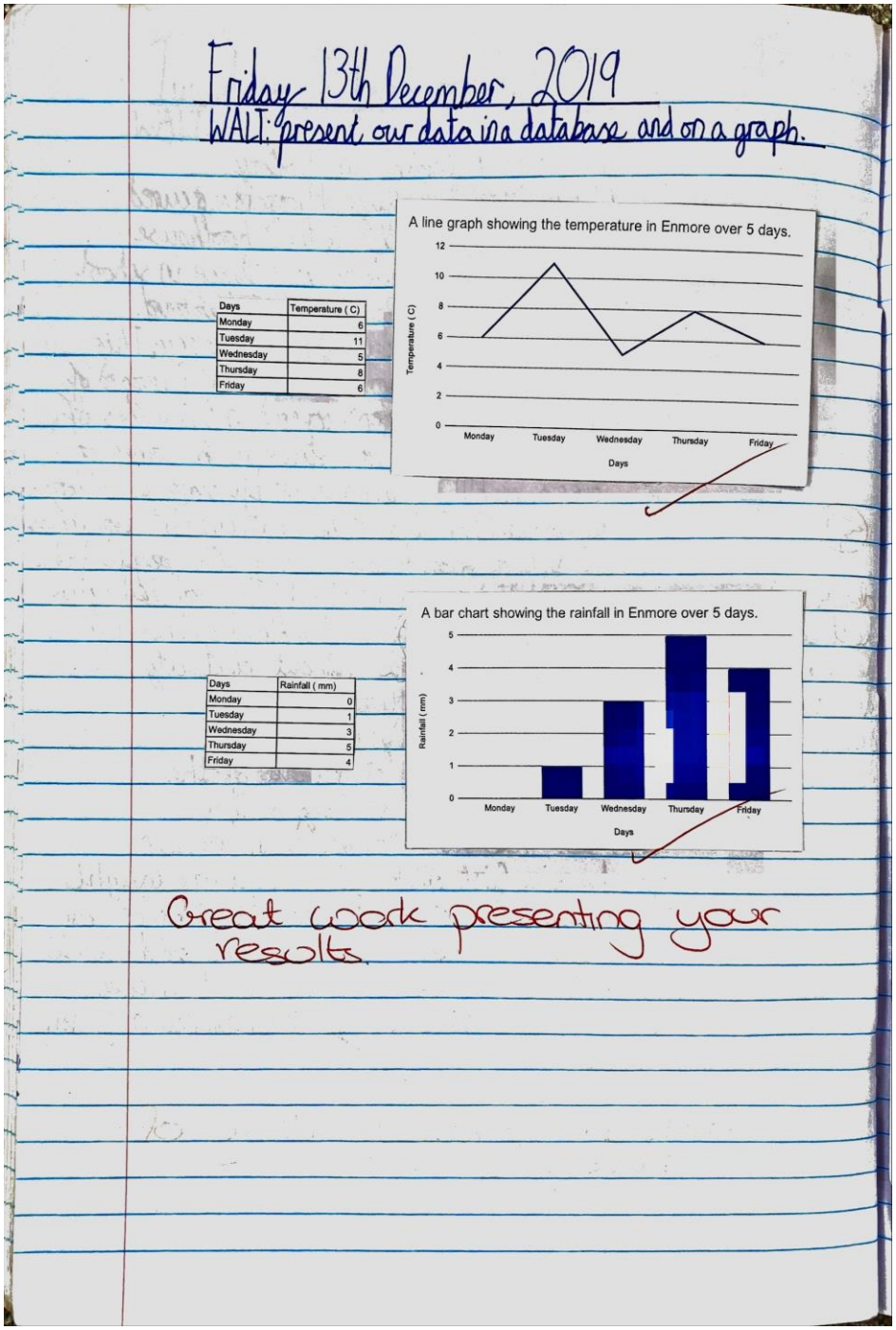
What would you change?
I would make it tidy, and make the rides safe.

More questions?
How many rides are there?

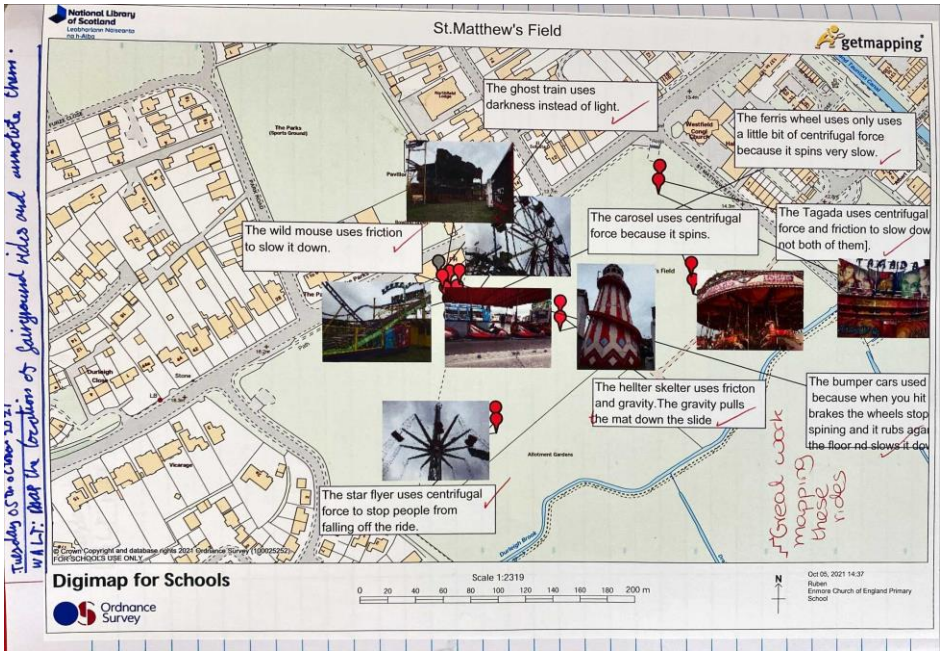
Macy and Oli B

Great job with your EQS Macy!

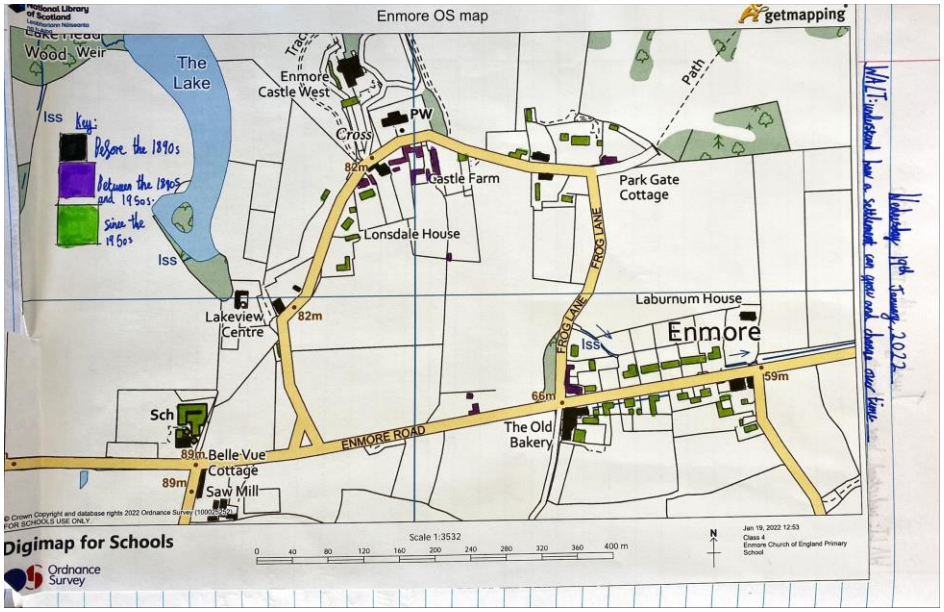
Children used Excel to present their rainfall and temperature data.



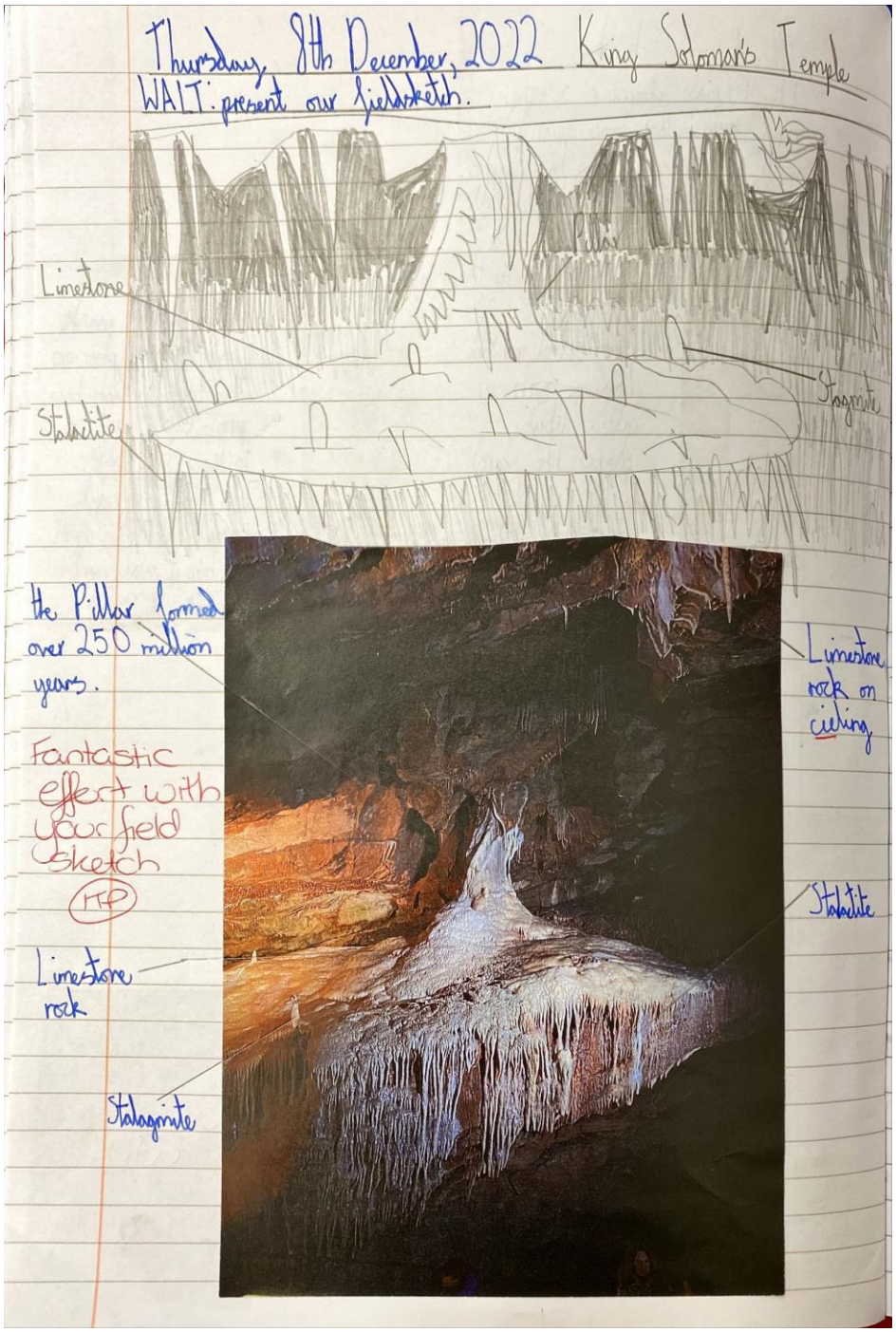
Using Digimaps, the children mapped the location of photographs they took during fieldwork at the fair.



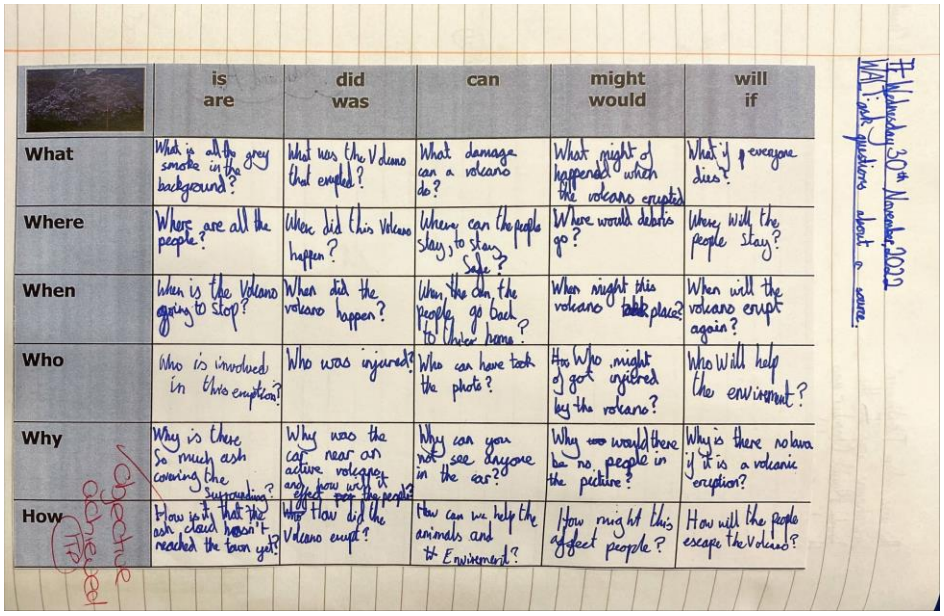
The children investigated how Enmore has changed over time. They made observations while walking around the village and completed a fieldwork chatterbox. They looked at historical maps of the village and colour coded buildings on an OS map according to the period of history they were built.



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



Learning to ask enquiry questions.



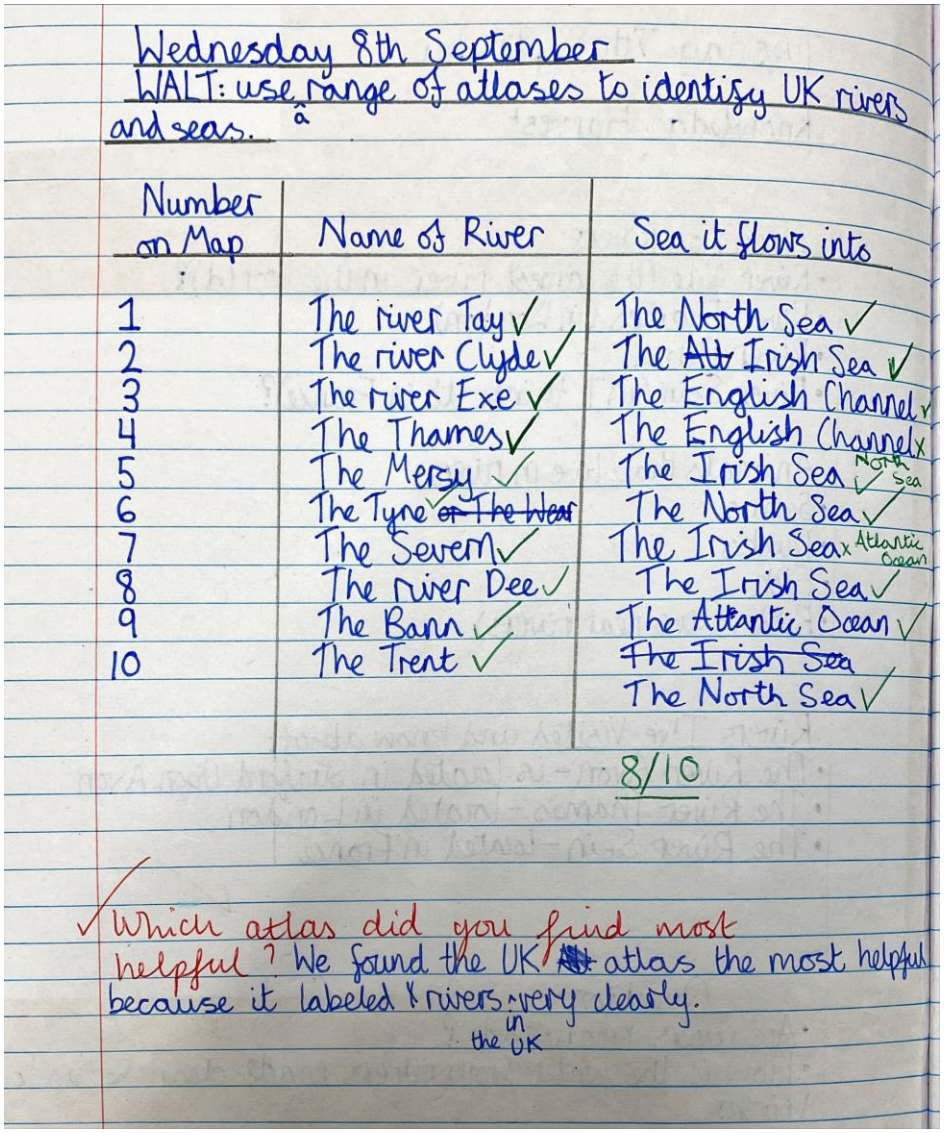
	is are	did was	can	might would	will if
What	What is all the grey smoke in the background?	What was the Volcano that erupted?	What damage can a volcano do?	What might of happened when the volcano erupted	What if everyone dies?
Where	Where are all the people?	Where did this Volcano happen?	Where can the people stay, to stay safe?	Where would debris go?	Where will the people stay?
When	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?
Who	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?
Why	Why is there So much ash covering the surrounding?	Why was the car near an active volcano and how will 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?
How	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?

Wednesday 30th November 2022
WALT: ask questions about a scene.

Class 5

Locational Knowledge

Identifying the major UK rivers.



Wednesday 8th September

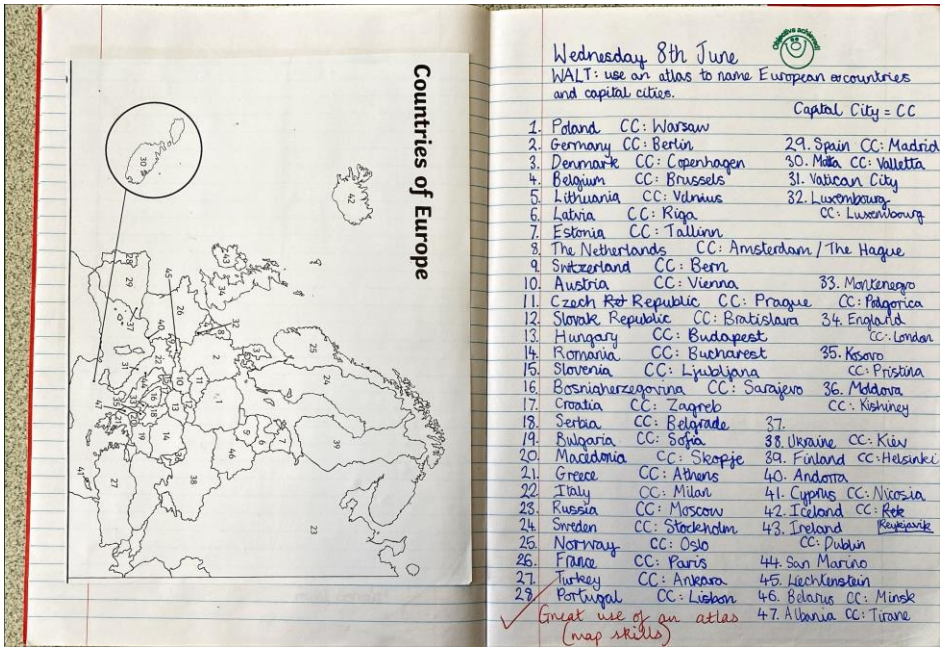
WALT: use a range of atlases to identify UK rivers and seas.

Number on Map	Name of River	Sea it flows into
1	The river Tay ✓	The North Sea ✓
2	The river Clyde ✓	The ~~Atl~~ Irish Sea ✓
3	The river Exe ✓	The English Channel ✓
4	The Thames ✓	The English Channel x
5	The Mersy ✓	The Irish Sea ✓ North Sea
6	The Tyne ~~or The Wear~~ ✓	The North Sea ✓
7	The Severn ✓	The Irish Sea x Atlantic Ocean
8	The river Dee ✓	The Irish Sea ✓
9	The Bann ✓	The Atlantic Ocean ✓
10	The Trent ✓	~~The Irish Sea~~ The North Sea ✓

8/10

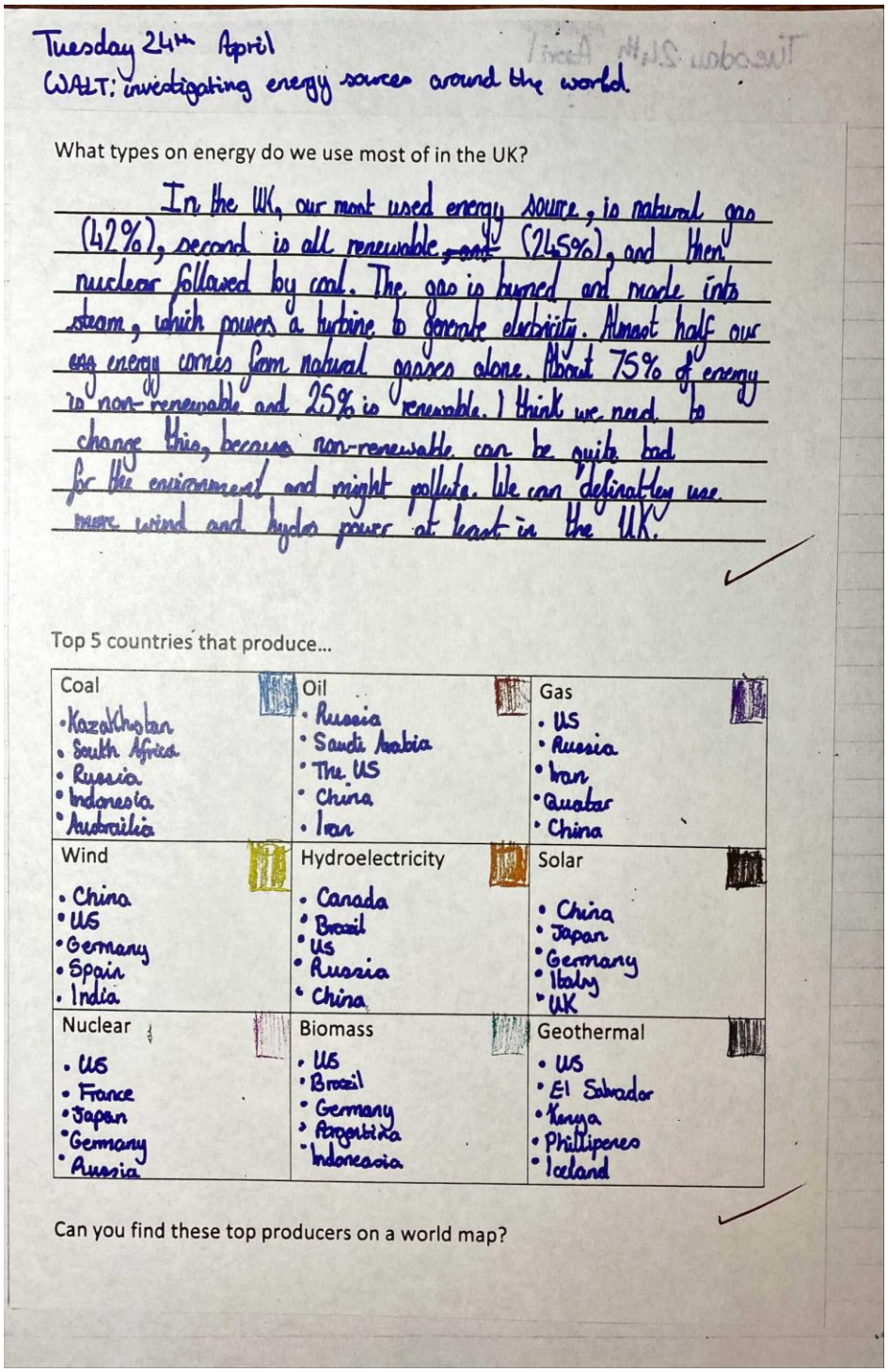
✓ Which atlas did you find most helpful? We found the UK ~~Atl~~ atlas the most helpful because it labeled the rivers in the UK very clearly.

Identifying the capital cities of Europe.



Human and Physical Features

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



Tuesday 24th April

WALT: investigating energy sources around the world.

What types on 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 ~~en~~ energy comes from natural gasses 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 definatley use more wind and hydro power at least in the UK.

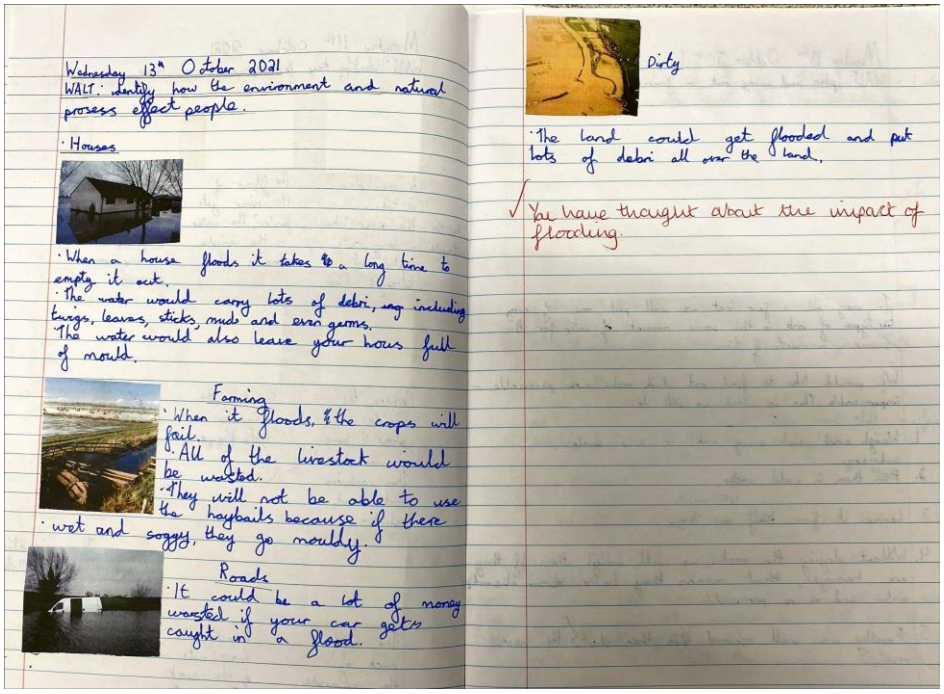
Top 5 countries that produce...

Coal	Oil	Gas
• Kazakhstan • South Africa • Russia • Indonesia • Australia	• Russia • Saudi Arabia • The US • China • Iran	• US • Russia • Iran • Quatar • China
Wind	**Hydroelectricity**	**Solar**
• China • US • Germany • Spain • India	• Canada • Brazil • US • Russia • China	• China • Japan • Germany • Italy • UK
Nuclear	**Biomass**	**Geothermal**
• US • France • Japan • Germany • Russia	• US • Brazil • Germany • Argentina • Indonesia	• US • El Salvador • Kenya • Phillipenes • Iceland

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 13th October 2021
WALT: identify how the environment and natural process effect people.

- Houses

- When a house floods it takes a long time to empty it out.
- The water would carry lots of debri, eg including twigs, leaves, sticks, mud and even germs.
- The water would also leave your hous 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 these wet and soggy, they go mouldy.

Roads

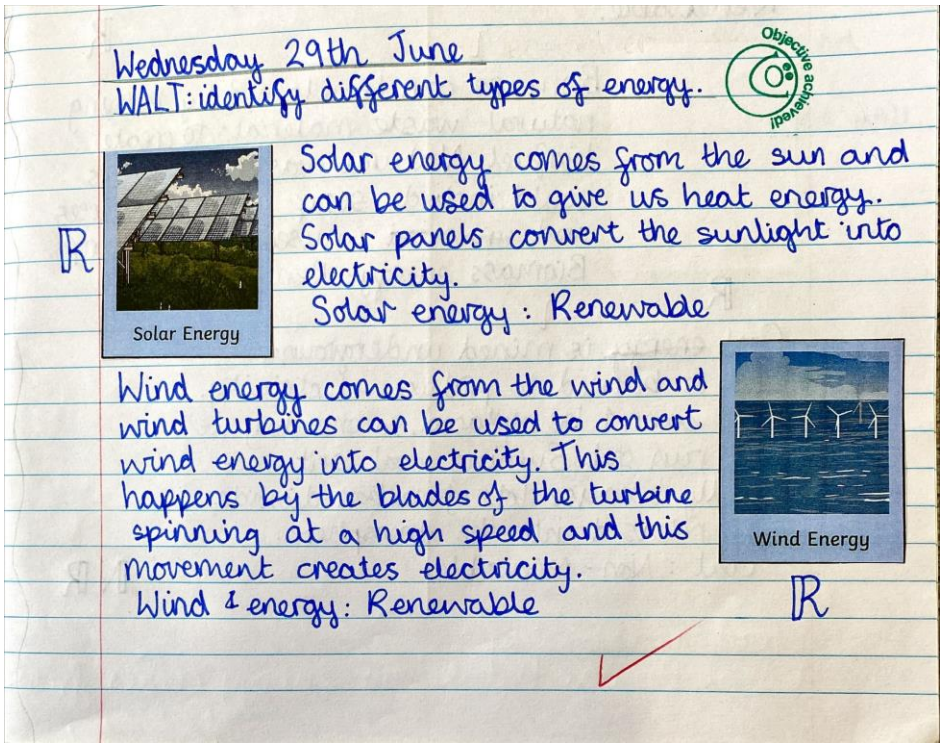
- It could be a lot of money wasted if your car gets caught in a flood.

Dirty

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

√ You have thought about the impact of flooding.

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



Wednesday 29th June
WALT: identify different types of energy.

Objective achieved!

Solar Energy

R

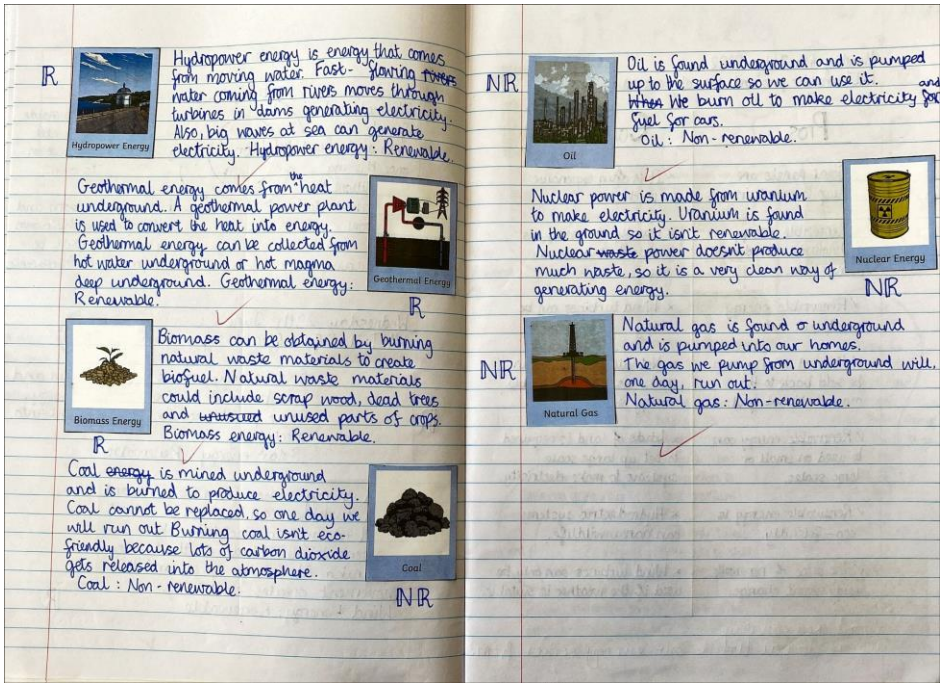
Solar energy comes from the sun and can be used to give us heat energy. Solar panels convert the sunlight into electricity.
Solar energy: Renewable

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

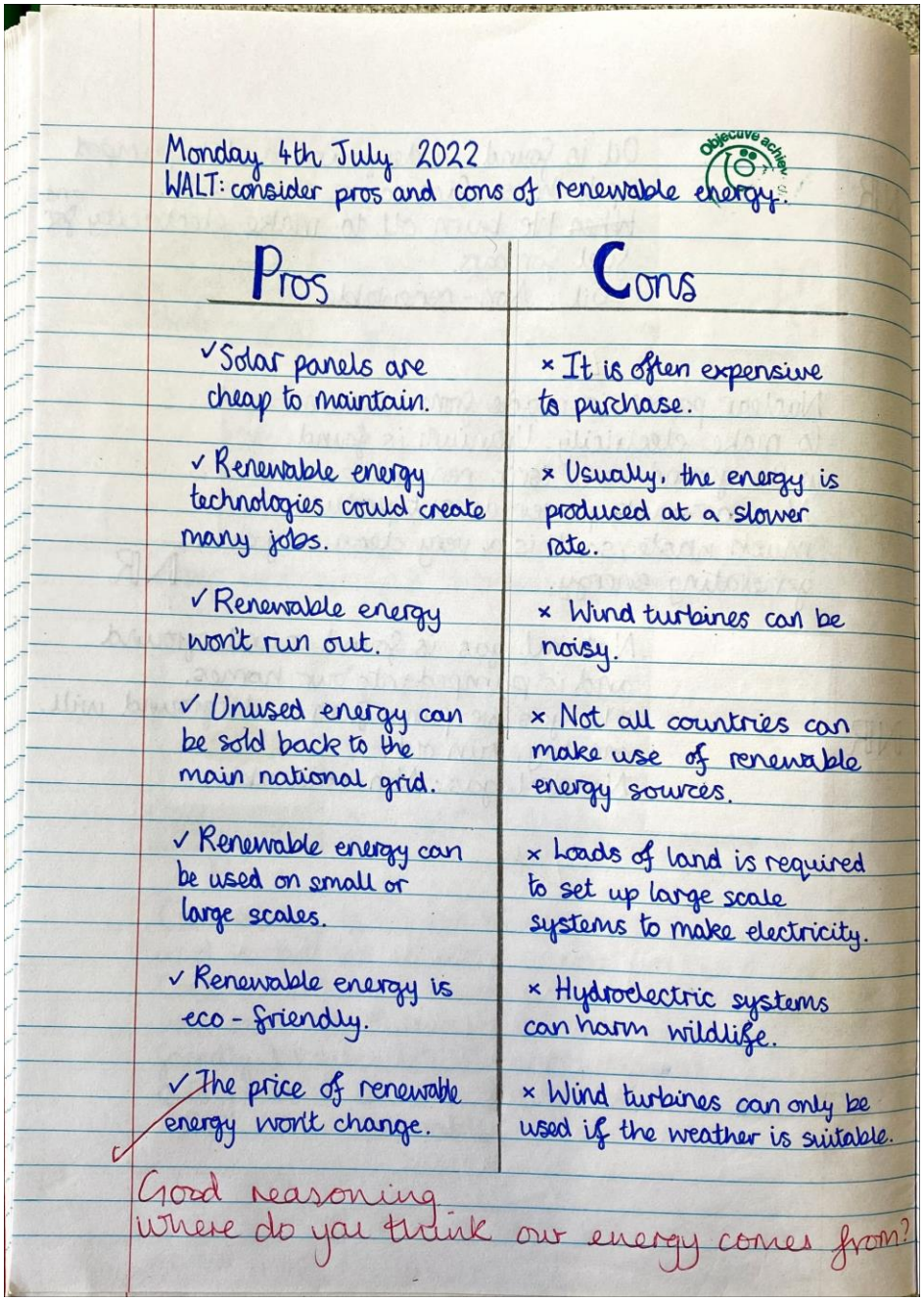
Wind Energy

R

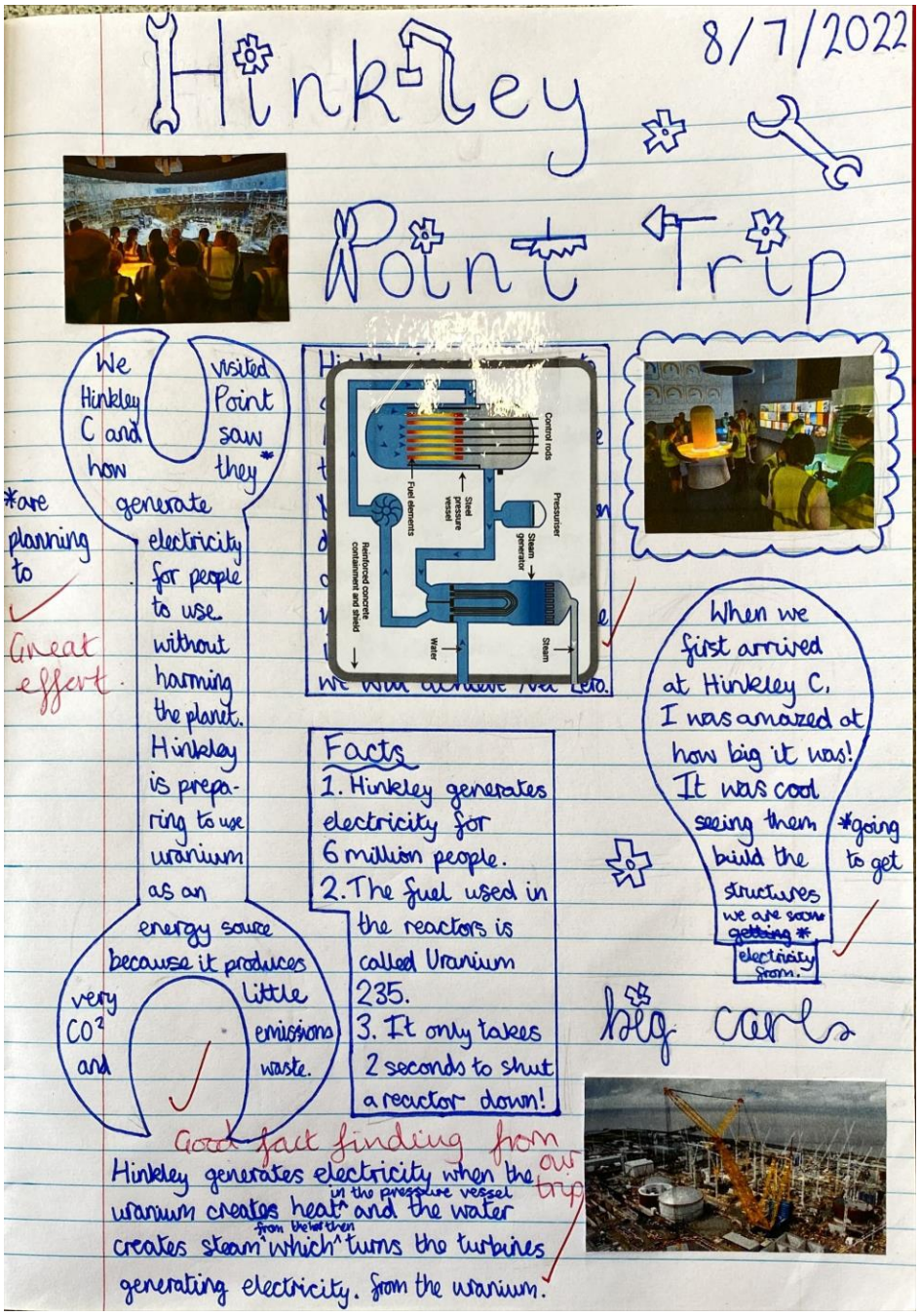
√



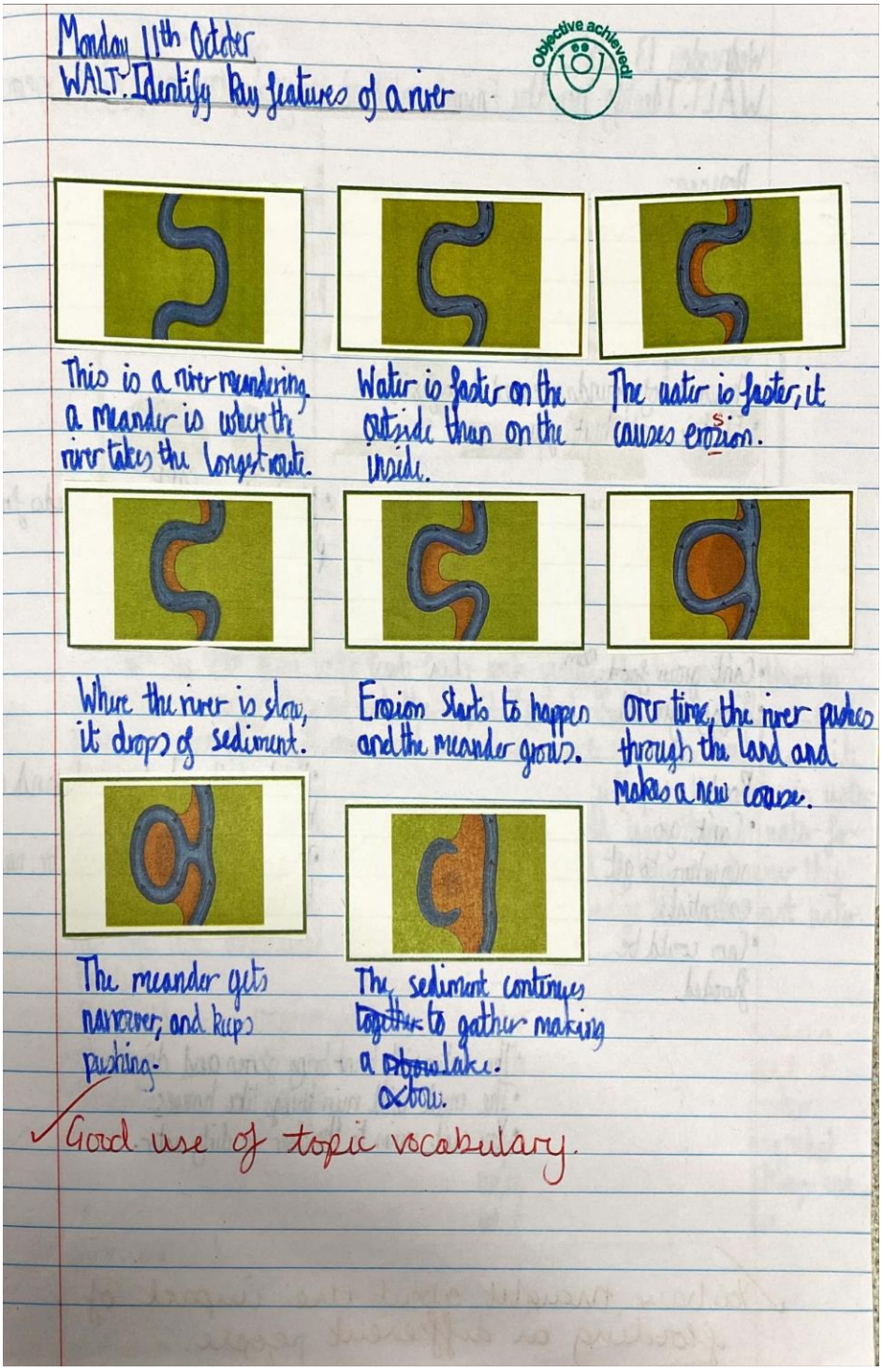
Exploring the pros and cons of renewable energy. **Human Geography**



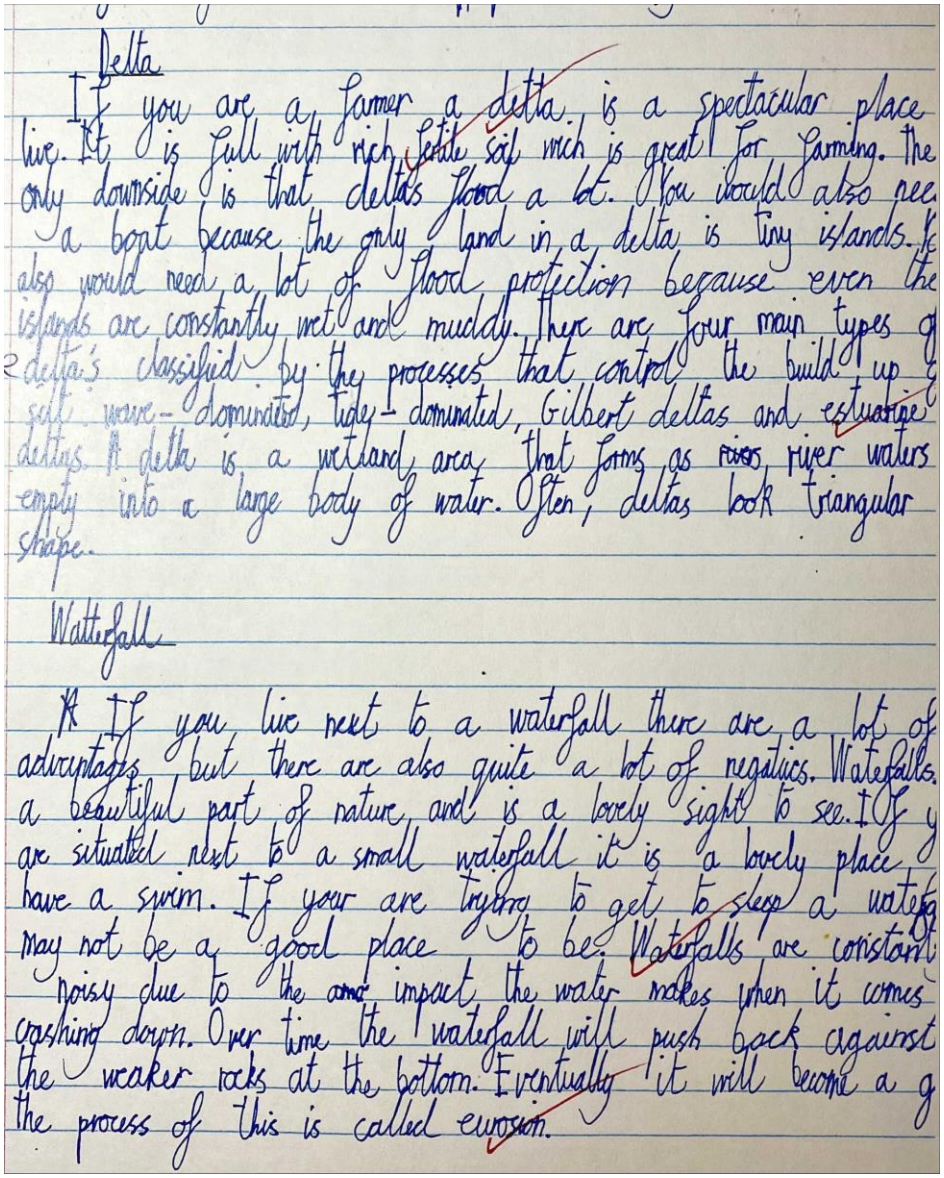
Learning about nuclear energy during their trip to Hinkley Point C. **Human Geography**



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



Learning about major rivers around the world and how rivers change. **Physical Geography**



Delta

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

Waterfall

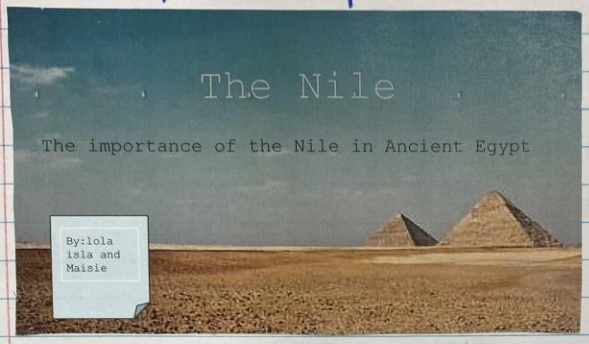
If you live next to a waterfall there are a lot of advantages but there are also quite a lot of negatives. Waterfalls a beautiful part of nature, and is a lovely sight to see. If y are situated next to a small waterfall it is a lovely place have a swim. If your are trying to get to sleep a wate may not be a good place to be. Waterfalls are constant noisy due to the amount 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 g the process of this is called erosion.

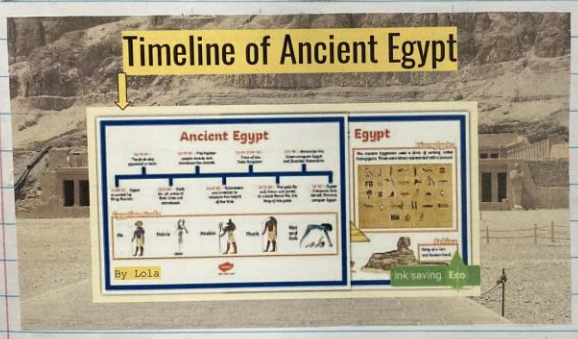
Learning about the River Nile. **Physical and Human Geography**

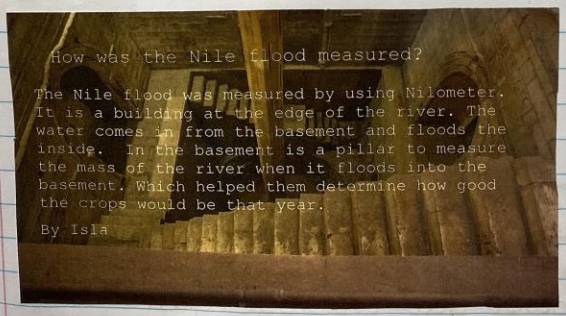
K

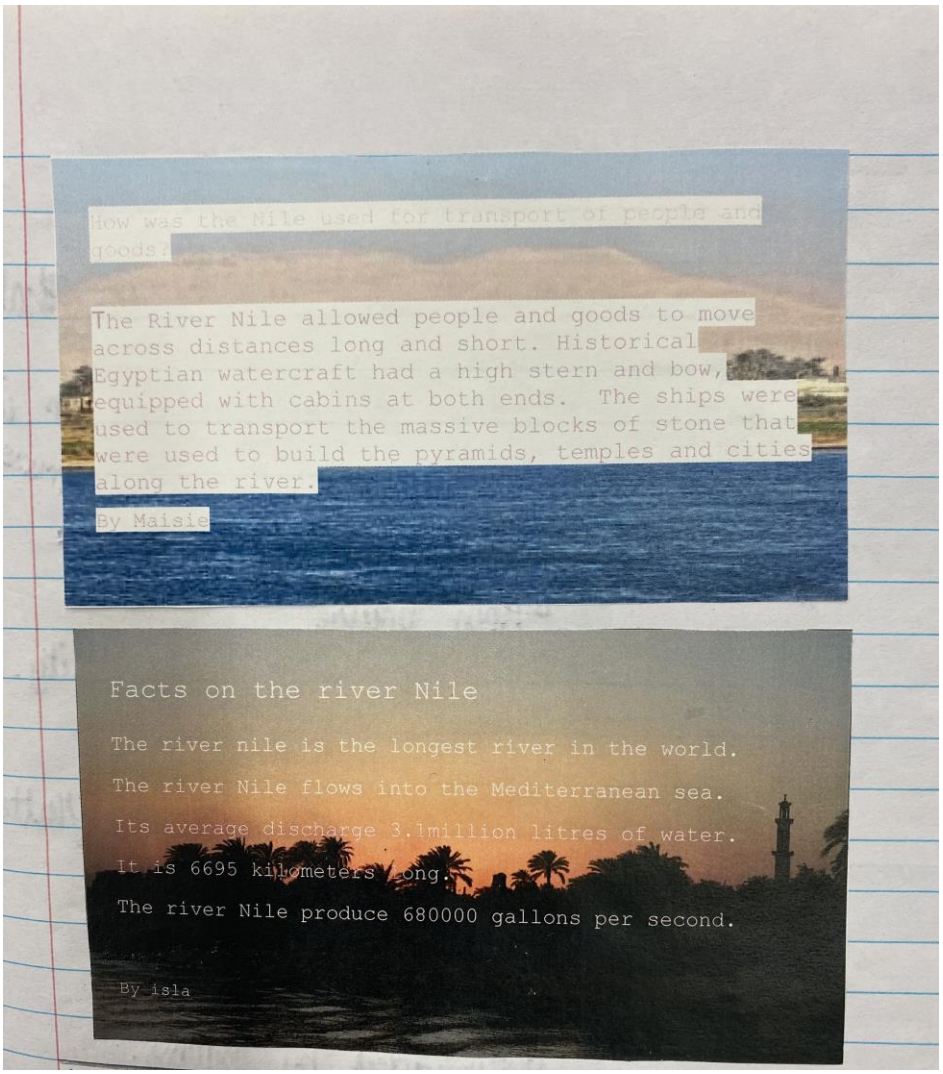
Monday 13th November

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

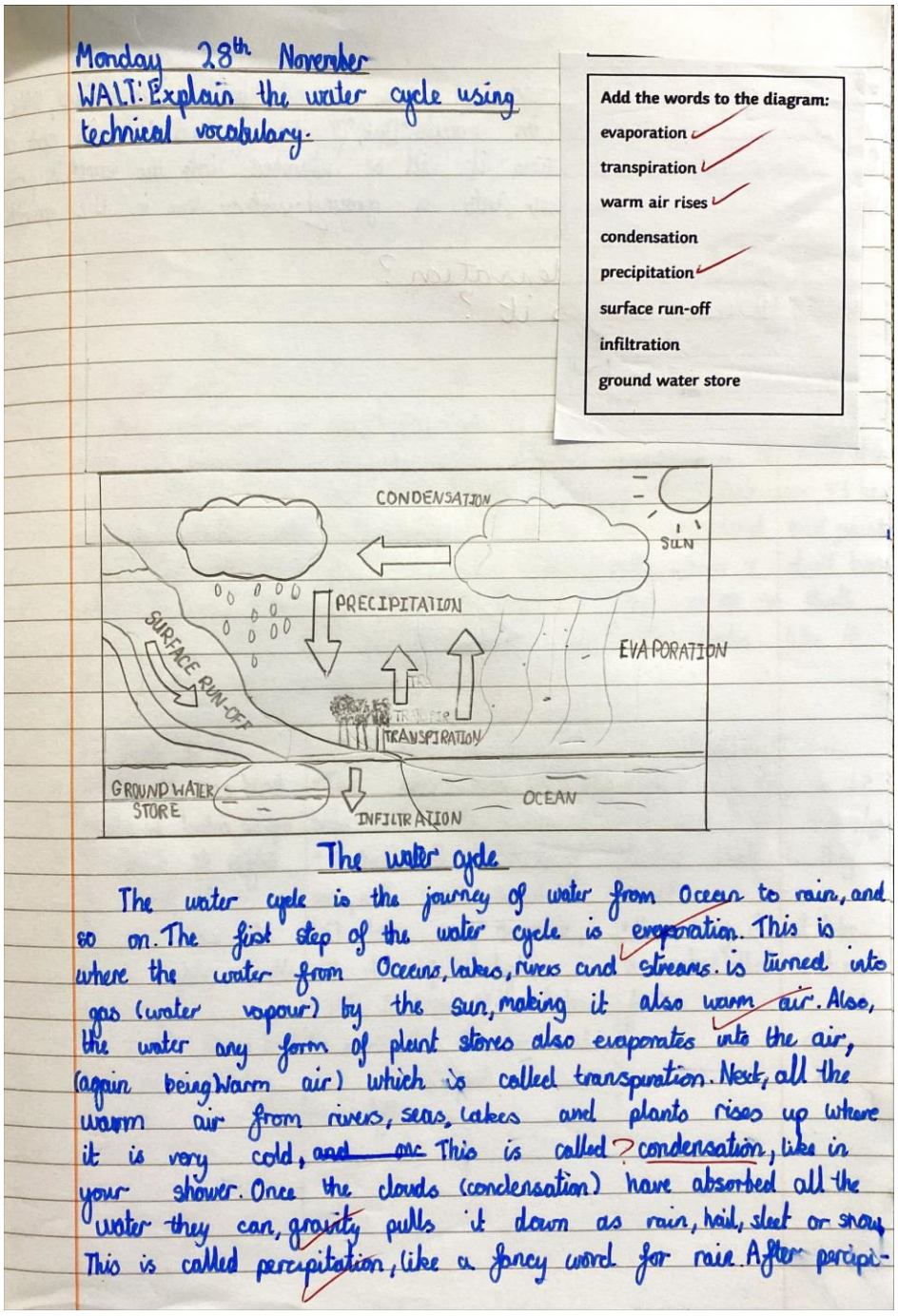




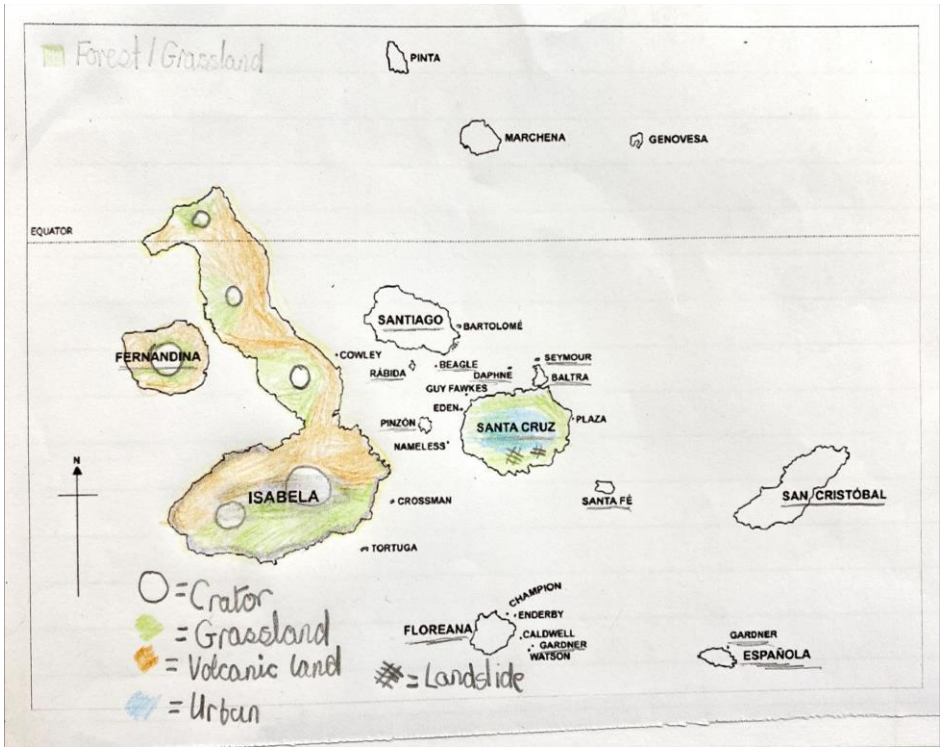




Understanding the stages of the water cycle. **Physical Geography**

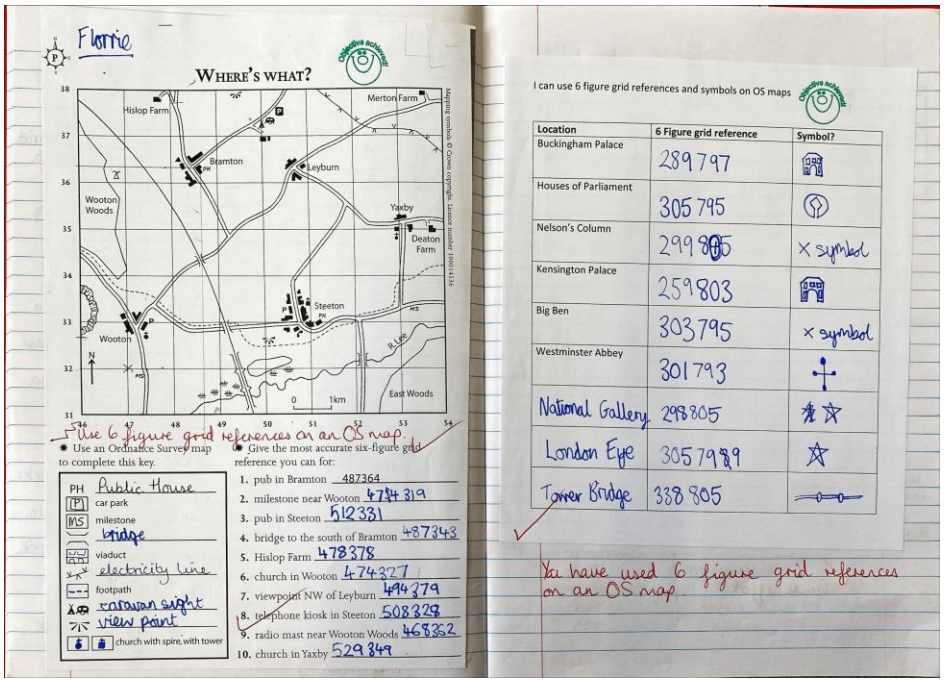


Identifying features of of biomes and where they are in the world. Children then linked this to the Galapagos Islands. **Physical Geography**

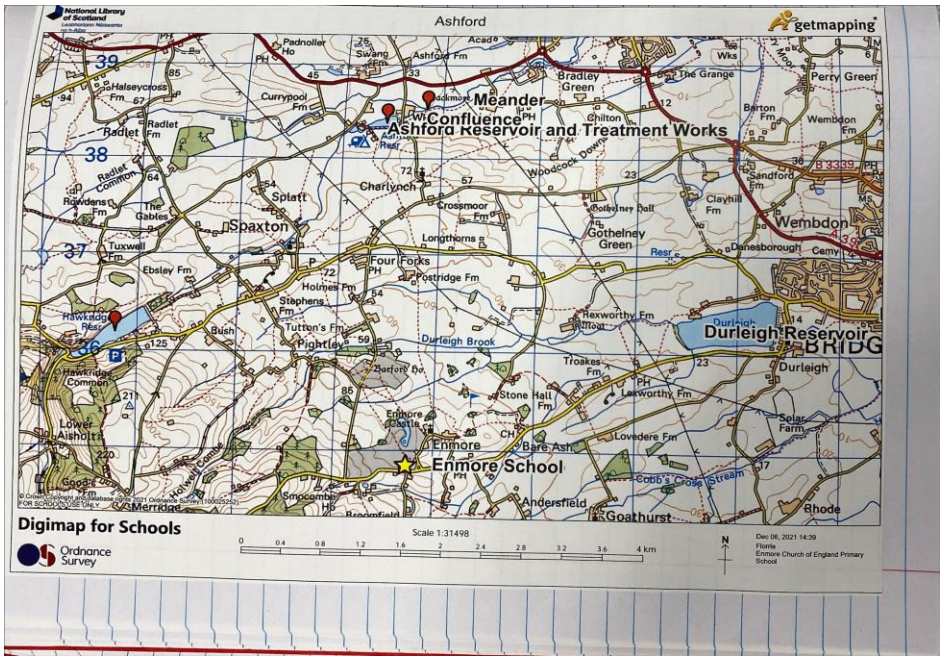


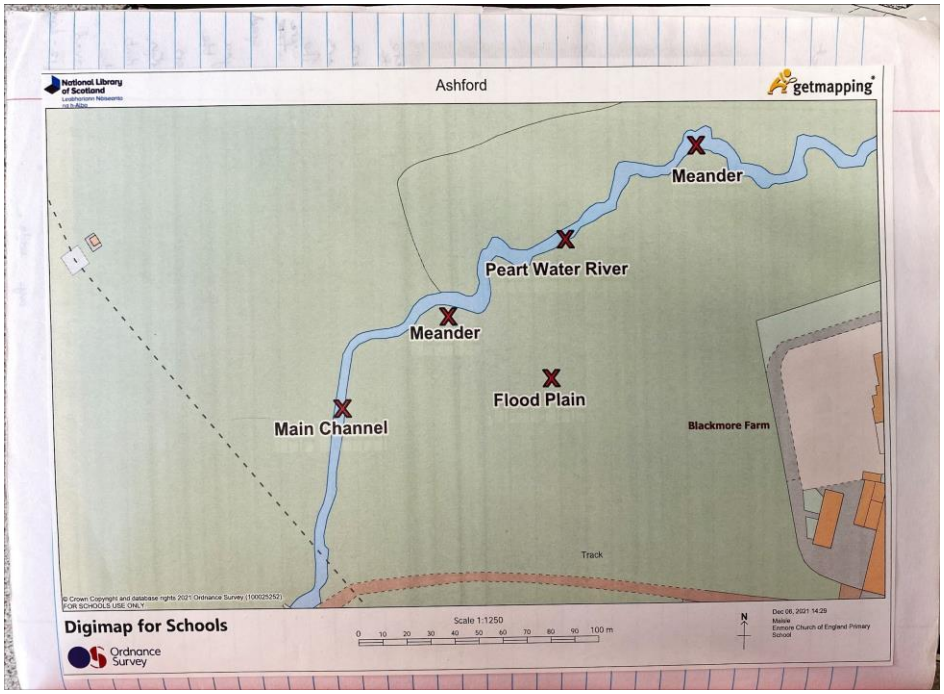
Map Skills

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



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





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

Monday 14th November

WALT: use atlases to investigate world rivers.

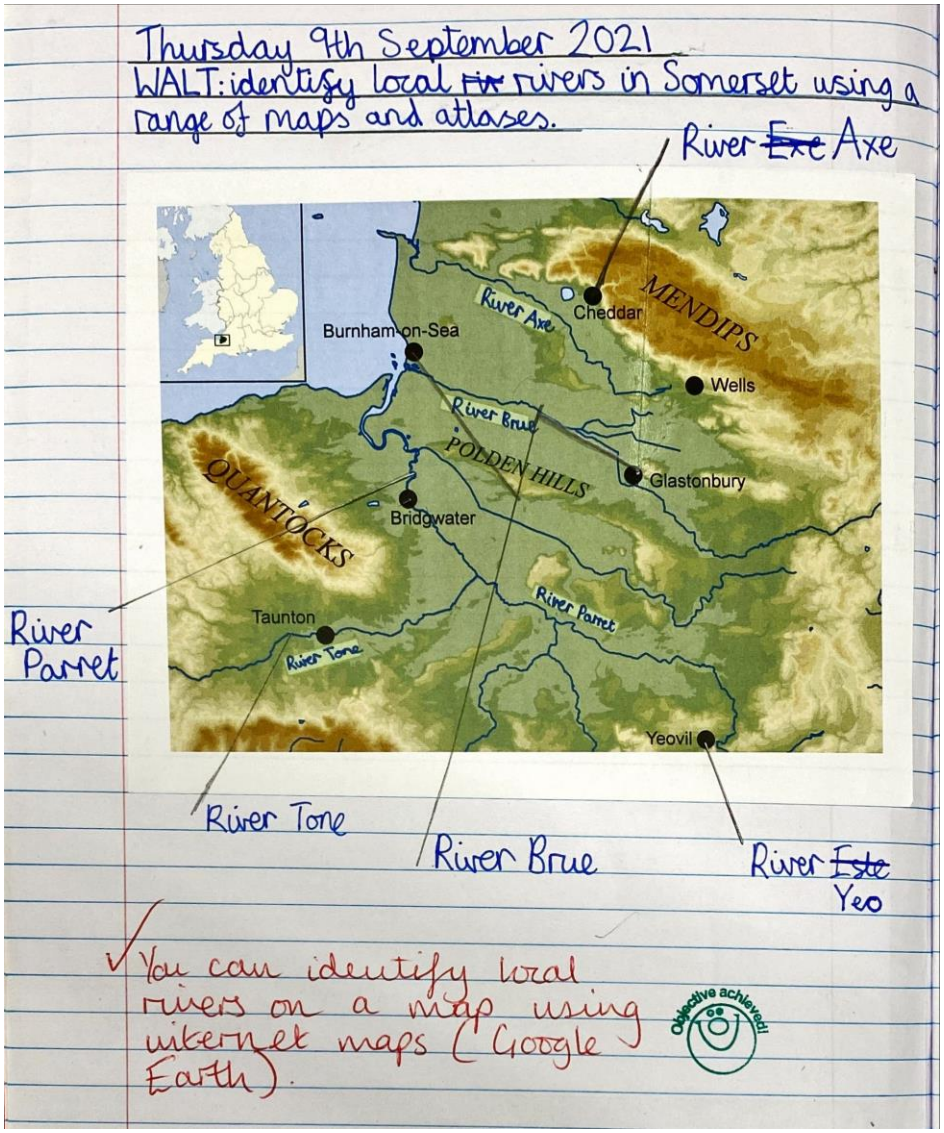
Objective achieved!

What other sources could you use?

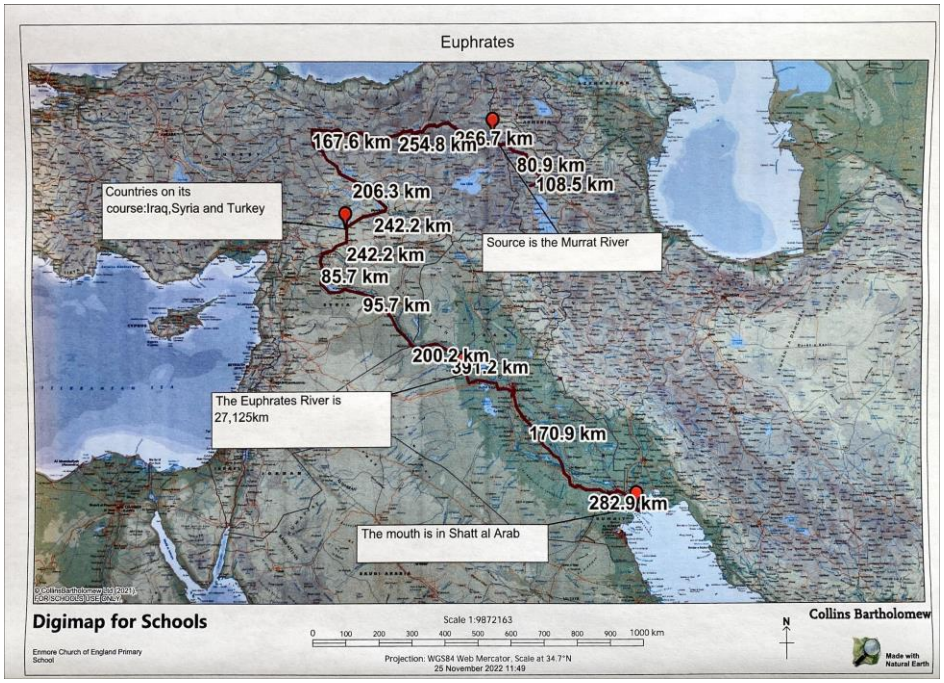
River	Source	Countries on its course	Length	mouth	Tributary
Amazon	Andes Mountain Range	Brazil Peru, Bolivia Ecuador Colombia Venezuela	6450 km	Brazil - Atlantic Ocean	Negro Tapajos Madeira Xingu Tocantins
Nile	Lake Victoria? Ethiopian Highlands?	Egypt Sudan South sudan Ethiopia Uganda Tanzania	6695 km	Egypt - Mediterranean Sea	Blue Nile White Nile
Congo	Democratic republic of Congo. Lake Tangan-yika?	Congo Democratic republic of congo	4670km	Democratic Republic of Congo - Atlantic Ocean	None
Volga Rhine	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**

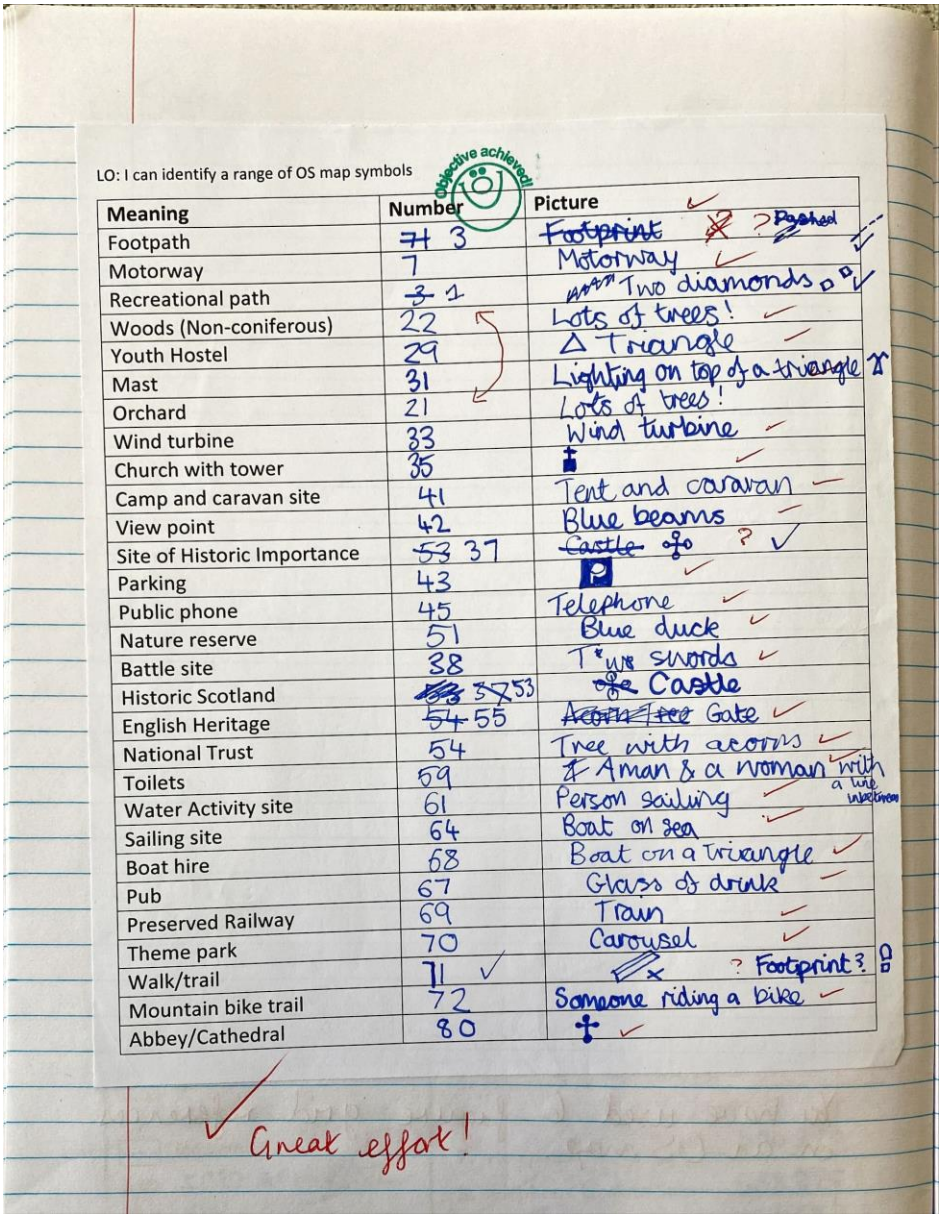


Using digimaps to measure the length of a major river from its source to its mouth. **Using maps**



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

Using OS map symbols. **Making Maps**



LO: I can identify a range of OS map symbols

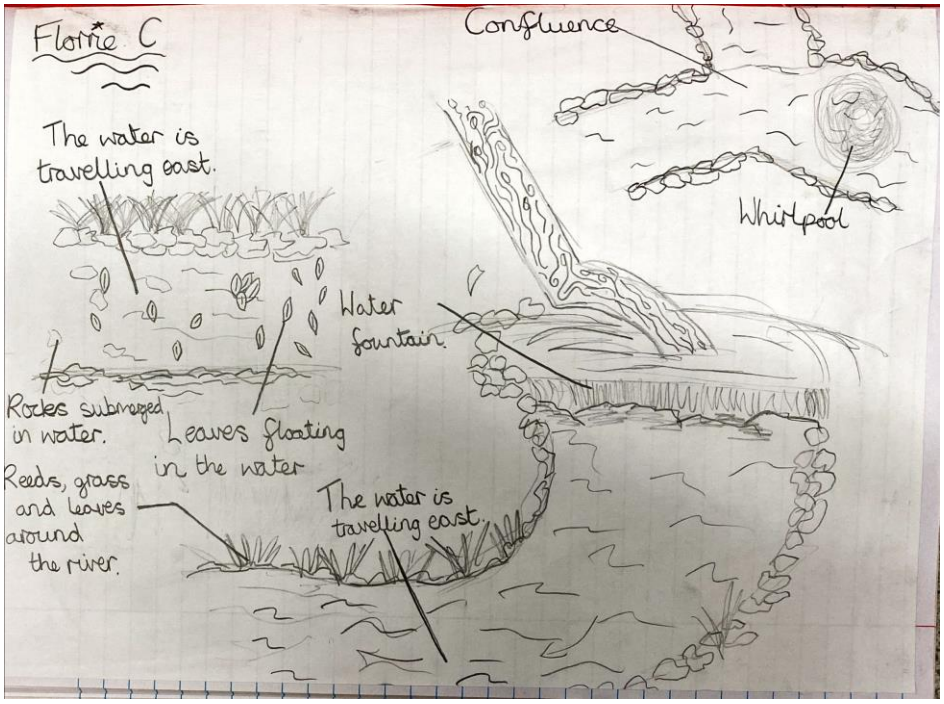
Objective achieved!

Meaning	Number	Picture
Footpath	~~7~~ 3	~~Footprint~~ ? ~~Pushed~~
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	P
Public phone	45	Telephone
Nature reserve	51	Blue duck
Battle site	38	Two swords
Historic Scotland	~~53~~ ~~57~~ 53	~~of~~ Castle
English Heritage	~~54~~ 55	~~Acorn Tree~~ Gate
National Trust	54	Tree with acorns
Toilets	59	A man & a woman with a line inbetween
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

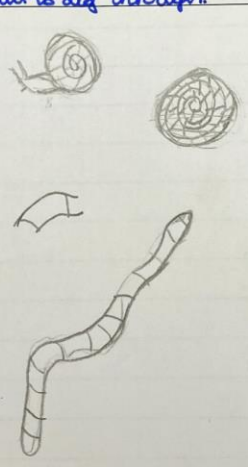
Using sketches as evidence of observations made during fieldwork studies at Ashford Reservoir.



Using graphs to display the data collected during river fieldwork.

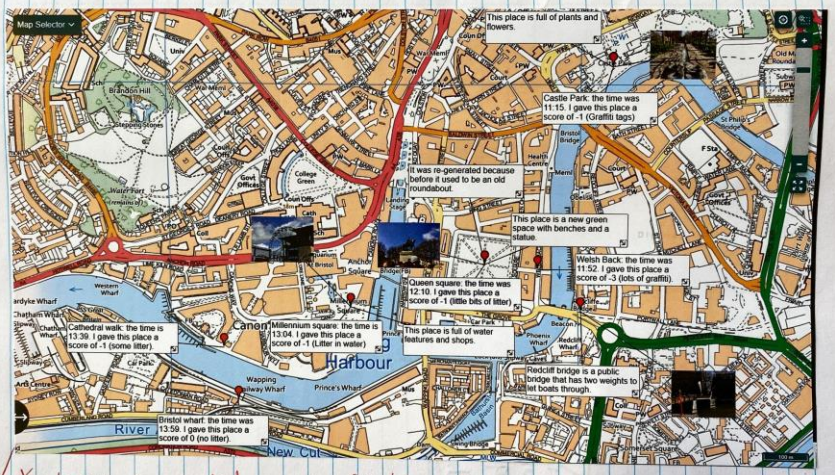
Investigating the biodiversity of creatures in the school environment.

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... Earthworms, woodlice, millipedes/centipedes, slugs, earwig.
	Map
Map of location- mark on map	
Description of micro habitat	Tree = lots of leaves on the ground to look under, crevices, mud to dig through.
Sketch + photo	  
Description of creature	~~Gordon the Worm~~ · cold blooded · can extend · black skin · can curl 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~~ ~~Geoffry~~ the Snail · interesting shell pattern · slimy trail · mollusc · slow · lives on land · can hide in its grey shell. · can climb

You have completed a field study.

Exploring the regeneration of areas in Bristol.



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

Score	Description
0	No litter or waste, graffiti, or fly posting.
-1	Some small items of litter/chewing gum **or** some graffiti tags/fly posting.
-2	Some small items of litter/chewing gum **and** some graffiti tags/fly posting.
-3	Litter **and** some larger graffiti tags/fly posting can be seen.
-4	The location is heavily covered in litter, chewing gum, or waste **or** there is extensive graffiti and/or fly posting.
-5	The location is heavily covered in litter, chewing gum, or waste **and** there is extensive graffiti and/or fly posting.

At each sample point:

a. Record the -location and the time you made the observation.

b. Give a score between 0 and -5.

c. Use the final column of the table to make a note about the location. Is there anything in this location that might explain the amount of litter or waste such as a nearby street market, takeaway, or bus stop.

Location	Time	Score	Notes
Castle Park	11:15	-1	Fly graffiti on bench
Welsh Back	11:52	-3	Lots of Gaffiti tags + C
Queen Square	12:10	-1	Little Litter eg. sweet wr
Melledon Square	13:04	-1	Some Litter in water
cathedral walk	13:39	-1	some litter
The Wharf	01:59pm	0	Barley any litter
			fieldwork notes.

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

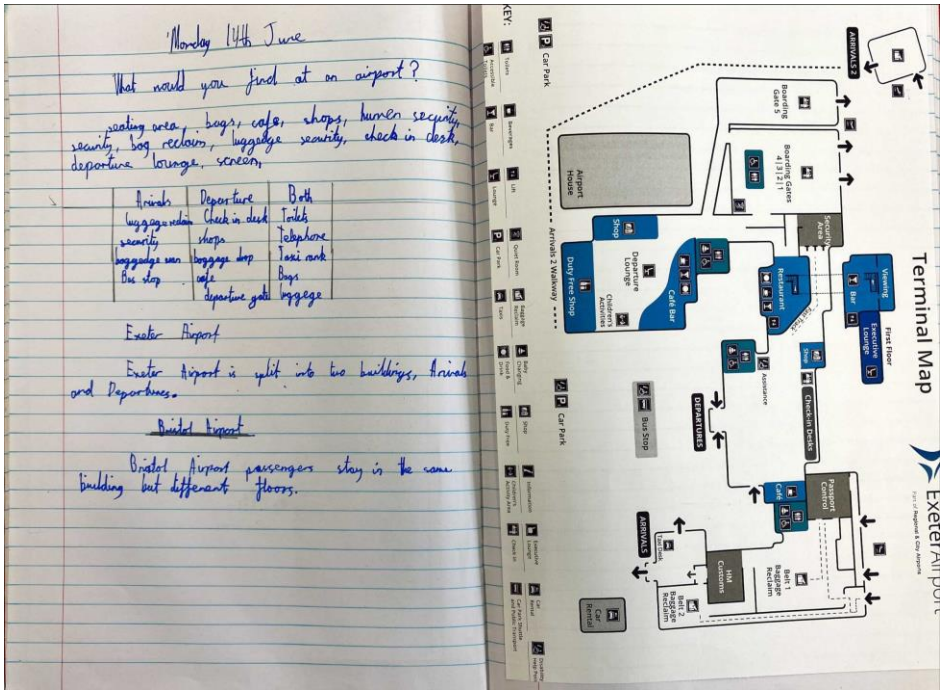
The continent is called Europe

Can you colour in where the United Kingdom is?

Super record!

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?

seating area, bags, cafe, shops, human security, security, bag reclaim, luggage security, check in desk, departure lounge, screen,

Arrivals	Departure	Both
luggage reclaim	Check in desk	Toilets
security	shops	Telephone
luggage scan	luggage drop	Taxi rank
Bus stop	cafe	Bags
	departure gate	luggage

Exeter Airport

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

Bristol Airport

Bristol Airport passengers stay in the same building but different floors.

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 alot 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 km² which is pretty small for a country like this. Our longest river is the River Severen which flows through England & Wales. Our mountains are not tall but our tallest is Ben Nevis.

Brazil's differences

Brazil has alot 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 km² and it is the 5th largest country in the world. Brazil's longest river flows through 4 countries. Brazil's tallest mountain(s) is a range called the Andes.

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 buisnesses, 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

WALT: identify the features of a volcano

Ash cloud
Fine particles of rock blown from the volcano.

crater
The steep sided mouth of a volcano.

vent
an opening at the earths surface.

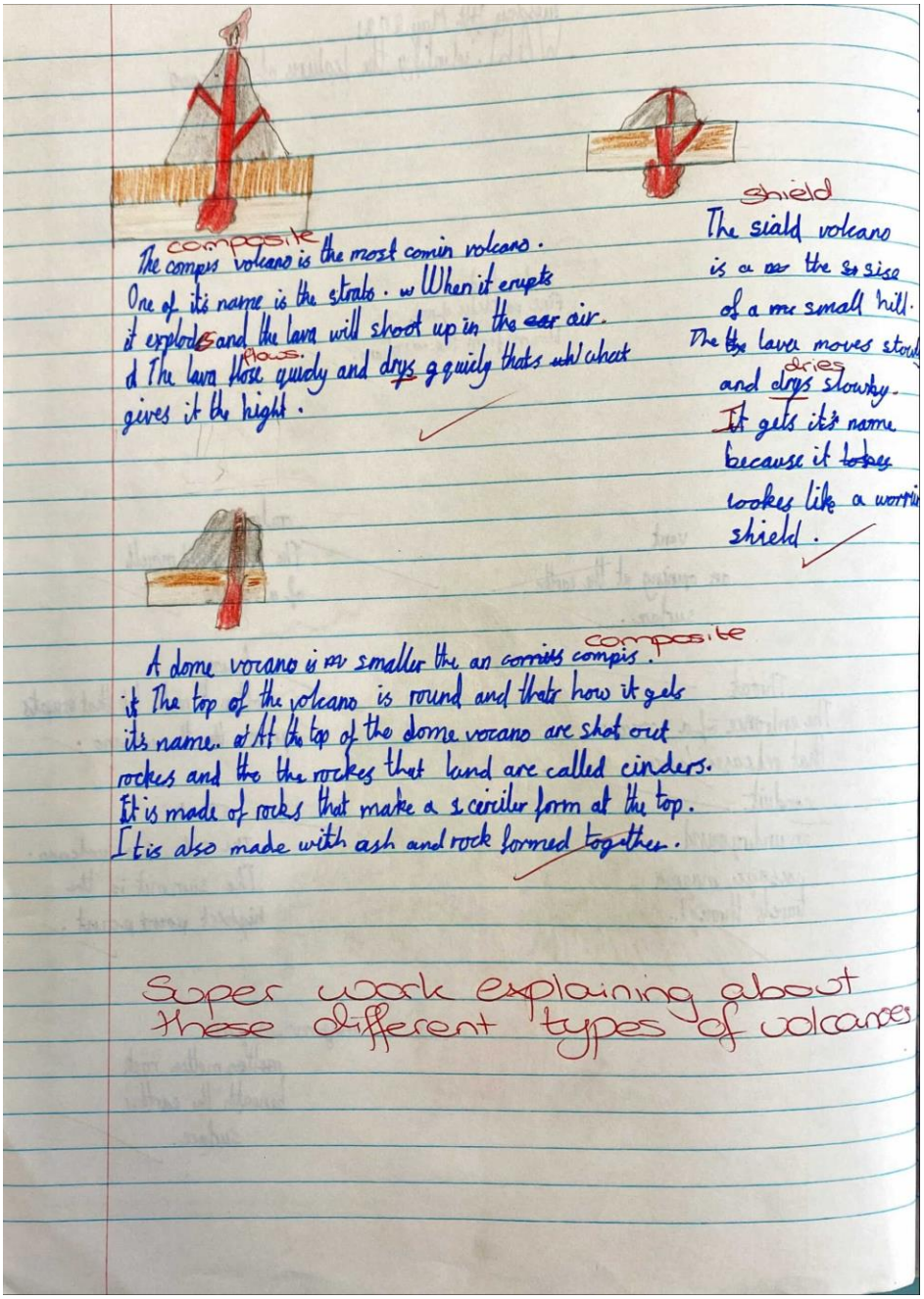
Lava
molten rock that erupts from the volcano.

Throat
The entrance of a volcano that releases lava

conduit
an underground passage magma travels through.

Flank
The side of a volcano. The summit is the highest point.

magma
molten rock beneath the earths surface.



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 earn 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 them 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 abut the world and its countries.

The continents.

Why is learning Geography important?

Because you lean 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.