

GEOGRAPHY

Skills Progression

We align our topics and units of study with the National Curriculum; however, we enrich our provision with The Collins Primary Connected Geography scheme of work and Oakfield's learning experiences that enable pupils to enjoy learning for life.



By the end of Key Stage 2

Pupils should be taught to:

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. <ul style="list-style-type: none">• 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)
Place Knowledge	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
Human and Physical Geography	Describe and understand key aspects of: <ul style="list-style-type: none">• physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle• 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
Geographical Skills and Fieldwork	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <ul style="list-style-type: none">• use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

	Year 3	Year 4	Year 5	Year 6
<p>Topics Studied</p> <p>GEOGRAPHICAL, MAPWORK AND FIELDWORK SKILLS</p> <p>PROGRESSION OF SUBJECT OUTCOMES/APPLICATION OF SKILLS AND PROCESSES</p>	<p>How and why my local area is changing.</p> <p>During the enquiry pupils will have opportunities through the application and analysis of a wide range of geographical skills and resources to:</p> <ul style="list-style-type: none"> ● Identify, describe and give reasons for why environments change; ● Explain with examples how some environmental change may be the result of natural events whilst other change may be the result of deliberate human activity to improve the quality of life; ● Observe, record and explain changes that have occurred in the past to the school and its grounds and its immediate environment; ● Use a desk mat map of the school ground- one of an aerial photograph and the other a road map showing the position of the school. Locate their home and route to school. Match local landmarks from aerial to road map. ● Identify, describe and explain how an aspect of life in the local area has changed over a long period of time, or how the locality has been affected by a significant national or local 	<p>Why do some earthquakes cause more damage?</p> <p>During the enquiry pupils will have opportunities through the application and analysis of a wide range of geographical skills and resources to:</p> <ul style="list-style-type: none"> ● Locate and describe the effects of the Christchurch earthquake of 2011 from a range of sources; ● Using Globe/world map locate NZ & Christchurch. Identify the continents/oceans, latitude and longitude. Political map of Oceania. ● Photographs of NZ/devastation from earthquake. Observe record & interpret devastation. ● Observe and record the distribution of earthquakes in New Zealand over the past two hundred years; ● Use tables of data to interpret and project outcomes/ pattern of distribution. ● Compile own thematic/distribution map of NZ/earthquakes. ● Identify, describe and explain the causes of earthquakes; ● Using world map/atlas to find plates/faults/earthquake zones. 	<p>How do volcanoes affect the lives of people living on Hiemay?</p> <p>During the enquiry pupils will have opportunities through the application and analysis of a wide range of geographical skills and resources to:</p> <ul style="list-style-type: none"> ● Identify, recognise and describe, using appropriate subject vocabulary, where Saethor takes his dog Tiry for a walk each day; ● Using terrestrial and aerial photographs identify key features of a volcanic environment. ● Draw a labelled sketch/diagram of how a volcano forms. ● Using a world map of the distribution of earthquakes and volcanoes and a physical map identify where Sathor lives. ● Identify, describe and compare and contrast the countries of Europe; ● Political map- investigating the capital cities and population data. ● Present data graphically and to scale to show capital city populations. ● Recognise, describe and explain the key geographical 	<p>What is a river?</p> <p>During the enquiry pupils will have opportunities through the application and analysis of a wide range of geographical skills and resources to:</p> <ul style="list-style-type: none"> ● To label on a world map the continents, oceans, longitude and latitude. ● To identify areas where two oceans meet using the Cape Horn as an example. Watch a video which shows the different colours of the meeting oceans due to the salt content and temperature. ● Look at the prime Meridien and pictures of it going through a school playground in Greenwich. Identify the International dateline on a world map and see that it is not a straight line as does not go through but around countries. ● Using a political map of South America, identify the 6 capital cities and make judgements as to why they are in that position. (All on rivers/coast). ● Understand a relief map of South America and the

	<p>event or development, or the work of a significant individual;</p> <ul style="list-style-type: none"> ● Demonstrate understanding of how the quality of the environment may change within the local area and make judgements to explain observations; 	<ul style="list-style-type: none"> ● Create labelled sketches/diagrams of the movement of Pacific and Indo-Australian plates. Power point presentations. ● Make a model of the above out of cardboard, paper plates and with sound. ● Describe and explain why New Zealand experiences earthquakes when they don't occur at all in many other areas of the world; ● Understand through explanation and reaching conclusions why the most powerful earthquakes in the world do not necessarily cause the most deaths and destruction; ● World map/Atlas of South America- satellite,aerial and terrestrial images –observe and interpret images of destruction in Haiti and Chile. ● <u>Further map work links</u> World map skills. Latitude and Longitude: PowerPoint World Maps\Lesson-2---Long-and-Lat.pptx Activity, Battleships World Maps\Lesson-2---Battle-ships-map.pdf 	<p>features of the Westman Islands region of Iceland and the island of Hiemaey in particular;</p> <ul style="list-style-type: none"> ● Compare and contrast, using appropriate geographical vocabulary, the physical and human geography of Vestmannaeyjar with that of the local area/region; ● Labelled diagram /key features e.g. geysers, fishing ports, glaciers, geothermal power stations, puffin colonies, fjords etc ● Explain and reach a judgement, using appropriate and specialised subject vocabulary, why there are so few trees on Hiemaey; ● Present features/compare and contrast geographical features of Fetcham area and Hiemaey in a Venn diagram. ● Using Historical maps showing Vikings expeditions, wind speed data and climate graphs, interpret and evaluate the reasons for so few trees. ● Explain how volcanoes form, observe the global pattern of volcanoes correctly and suggest plausible geographical reasons for this distribution; 	<p>position of the Amazon basin.</p> <ul style="list-style-type: none"> ● Locate the rainforest belts on a world map. Find the city of Manaus and the stadium that was built in the middle of a rainforest to bring prosperity and trade to this area (Olympics). Write a letter to the editor of the local paper complaining how the stadium is now deserted, no money, no trade or prosperity to this area. ● Research what is a rainforest and the types of animals that can be found in this region. Watch a video on this subject. ● Locate the Nile Delta and the Amazon river. ● Identify and describe how physical features of rivers change from source to mouth; ● Offer reasons to explain why the course of a river changes as it flows from higher to lower ground; ● Use OS maps, aerial photographs and GIS to recognise, describe, compare and contrast and explain how physical
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				<p>features change along the course of a river;</p> <ul style="list-style-type: none">● Identify and describe the features of river estuaries and explain why they are such important ecosystems for wildlife;● Create a Power App – mobile presentation of the animals found along the Amazon river and its tributaries.● Write a non-chronological report about the Jaguar Tribe who live along the banks of the Amazon.● Describe the components of the hydrological or water cycle and explain the important role that rivers play;● Understand the effects of deforestation and why is it happening. (the effect on local and global resources).● Recognise, describe and explain the reasons why the Isle of Dogs developed to become part of the busiest river port in the world and evaluate the evidence and make a judgement about the causes of its sudden decline and closure;● Use satellite and aerial photographs of the area as well as an OS map to help make these judgements..
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				Use 6 figure grid references.
	<p>Why do so many people in the world live in megacities?</p> <ul style="list-style-type: none"> ● Observe and describe the key features of cities and suggest reasons for why people live in cities of such high density; ● Using a variety of different sources including globe, atlas- physical and human. Use of map symbols and keys. ● Describe and begin to explain the distribution of megacities across the continents of the world; ● Interpreting and evaluating a distribution map. To complete a density of population table of data. ● Explain some of the reasons why Baghdad was the first city in the world with a million inhabitants; ● Comparison of ancient map and contemporary map of the city. ● Identify and locate the top 10 cities in the United Kingdom with the largest populations and compare and contrast these with the top 10 fastest-growing cities in the country; 	<p>How did the arrival of the Romans change Britain? (History topic-map work linked) 4 figure grid skills. Use PPT: 4 Fig Grid Skills\Lesson-3---4-figure-grid-references.pptx Resources: Then pupils to use worksheets: 4 Fig Grid Skills\4 fig mild spicy.docx SEN worksheet: 4 Fig Grid Skills\Forres grid reference.doc Using letters and Numbers</p> <p>Pupils to explore local OS map Leatherhead and surrounding areas. OS map Cobham Leatherhead.pptx Pupils to find evidence of Romans on our local area. Stane Street near Headley, Villa remains at Ashstead.</p> <p>Outdoor Learning: Pupils to navigate along Stane Street from Tyrrells's Wood to Mickleham Downs</p> <p>What did the Vikings want in Britain and how did Alfred help to stop them getting it? (Map work linkto History topic) OS symbols and 4 fig Grid references map skills . Learning Map symbols: use PPT 4 Fig Grid Skills\Lesson-5---Map-Symbols.pptx then play what is Stephen running from? 4 Fig Grid Skills\Lesson-5---Story-and-table.doc Or learn symbols worksheet: 4 Fig Grid Skills\Lesson-5---Symbols-Worksheet.doc Play Symbols flash card game; Show cards, children to guess the symbol then use key to find out actual meaning. 4 Fig Grid Skills\25k-map-symbol-flashcards.pdf</p>	<p>How is climate change affecting the world?</p> <ul style="list-style-type: none"> ● Identify, describe and explain why communities in The Gambia are being affected by changes in weather patterns associated with climate change and evaluate the impact on people; ● Recording observations from aerial and terrestrial photographs. Interpreting map work – Gambia/West Africa/countries. Observations of agriculture/features in photographs. Analysing images and evaluate why Elhaji is working in Banjul. ● Evaluate a range of evidence, reach a conclusion and make judgements as to the impact on people of changing weather patterns in Victoria in Southeast Australia; ● Complete map of Australia labelling the different states. Label Kerslake in Victoria and surrounding areas on a larger scale map. Add areas of recent bush fires and key. ● Interpret maps showing incidence of bush fires in Victoria. Evaluate photographs of area after Black Saturday Feb 2009. ● Draw a line graph and a histogram to show the correlation between rising 	<p>Why are mountains so important?</p> <ul style="list-style-type: none"> ● Recognise, identify and explain what geographers define as mountains and understand how this can lead to disagreements; ● Identify, locate and describe the location of the largest ranges of mountains in the world and the countries that they cover; ● Use a world relief map to locate these ranges. ● Explain how the movement of plates of the Earth's crust can form ranges of fold mountains; ● Reflect upon, evaluate evidence and reach a conclusion and judgement regarding the success or failure of expedition of Mallory and Irvine to climb Mount Everest in 1924; ● Demonstrate that they understand how fossils form and can explain why Edmund Hillary and Tenzing Norgay discovered fossils of sea animals on the summit of Mount Everest in 1953;

	<ul style="list-style-type: none"> ● Draw a histogram or bar chart from a set of data. Interpret and evaluate. ● Understand the main reasons why the population of any city can increase and explain why Milton Keynes in particular is the fastest-growing city in the United Kingdom; ● Recognise and locate the largest cities in South America; ● Political map of South America- label countries and capital cities. Find countries that are landlocked. ● Using the scale line, workout the dimensions of the continent, using N, S, E and W. ● Describe and offer reasons for the features of the city of Brasilia, capital of Brazil; ● Explain and conclude why the Brazilian government built a new capital city in 1960; ● Compare and contrast the benefits and disadvantages of city life and reach a judgement as to which is most significant; ● Identify, describe and explain some of the main geographical features of 	<p>Symbols reference cards: 4 Fig Grid Skills\OS Explorer-25k-Legend- map symbols.pdf or 4 Fig Grid Skills\OS Landranger-50k-Legend-map symbols.pdf</p> <p>Recap 4 fig grid skills: 4 Fig Grid Skills\4 figure grid references (new).ppt Activities: 4 Fig Grid Skills\Four-and-Six Figure Grid References Worksheet (Challenge).doc and or 4 Fig Grid Skills\4 fig with map symbols.docx</p> <p>Plenary or fun activity: Symbol bingo: 4 Fig Grid Skills\Map Skills Lesson 4 Symbols Bingo Activity.doc</p> <p>European Geography. Viking Invasion: Locate Scandinavia and plot route of the Vikings. World Maps\History\ Viking Invasions.pdf</p> <p>Then use Google maps: To locate Holy Island Lindisfarne. https://www.google.com/maps/place/Holy+Island/@56.1248353,-1.3193503,638019m/data=!3m1!1e3!4m5!3m4!1s0x48874d12b7ff212d:0x6b907625500c6583!8m2!3d55.6807718!4d-1.800859 Look for evidence of Vikings Town names. Use Jorvik centre website for information: https://www.jorvikvikingcentre.co.uk/the-vikings/viking-place-names/</p> <p>VIKING PLACE NAMES</p> <ul style="list-style-type: none"> • -thorpe: secondary settlement (but in the Midlands could be Old English Throp meaning settlement). Example Copmanthorpe • -thwaite: originally thveit, woodland clearing. Example Slaithwaite (Huddersfield) • -toft: site of a house or building. Example Lowestoft, Langtoft 	<p>temperatures and increased number of bush fires.</p> <ul style="list-style-type: none"> ● Understand why some coastal communities are having to make flood resilience plans in order to cope better with changes that are occurring in weather patterns and to sea levels and make judgements about what should be included in them; ● Ordnance survey map work. Using the key and symbols use 6 figure reference grids to locate places. ● By looking at the OS map for the area, understand why the settlement of Shawcross grew up where it did. ● Investigate the human features of Shawcross especially the train links. Find the embankment/seawall which runs alongside the main railway line – how does this protect the infrastructure of the town from flooding and high tides. ● Reflect upon and evaluate different viewpoints and reach a personal judgement about the implications of changing weather patterns on the people of Greenland; ● Identify, describe, compare and contrast and explain how global warming is affecting weather patterns around the world and evaluate its impact in different places; 	<ul style="list-style-type: none"> ● To reach conclusions as to why Mount Everest has become a tourist attraction.
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one of the top 40 megacities in the world.

- -keld: spring. Example Threkeld
 - -ness: promontory or headland. Note: Sheerness is Old English; Inverness is Gaelic (meaning mouth), Skegness is Old Norse
 - -by: farmstead, village, settlement. Example Selby, Whitby
 - -kirk: originally kirkja, meaning church. Example Ormskirk
- Then pupils to use Google maps to find evidence of category.

thorpe	thwaite	toft

- **Understand** how and why countries around the world have acted to reduce global warming and reach a **judgement** about how effective this might be;
- **Understand** how as individuals, members of families and communities such as schools

they can make a contribution to reducing greenhouse gas emissions;

by	kirk

How can we live more sustainably?

- **Describe** and **explain** using examples what living sustainably means;
- **Observation/interpretation of aerial /terrestrial photographs.**
- **Identify, describe** and **explain** the differences between renewable and non-renewable resources;
- Undertake an environmental review of different categories of sustainability at their school and draw up an Action Plan to **identify** and **explain** priorities to help the school become more sustainable;
- **Observe/record/present data for Action Plan.**
- **Understand** in basic terms how solar panels and wind turbines generate electricity;
- **Identify, describe** and offer **reasons** for how sources of

energy used to make electricity in the United Kingdom are changing;

- Use data to draw own pie chart and interpret./evaluate
- **Explain** how electricity is generated in hydroelectric power stations;
- **Understand** why creating new habitats for birds are good examples of sustainable development;
- **Labelled sketch of landscape/description of settlement. Use aerial photographs/View in Google Earth/using scale.**

Describe, observe, explain and make a **judgement** as to why introducing solar cookers in some of the world's poorest countries makes the lives of people more sustainable;
Using terrestrial images of Nepal-identify, describe, compare this area to where the children live. Use physical geography photographs to find and label key features of mountains, valleys, rivers, gorges, terraces and forest.

Further map work skills

Look at website:
<http://www.ssfindex.com/ssi2016/maps2016/indicator13-16-2016/StatPlanet.html>

Pupils can explore regions that use most energy , then look at Europe and compare countries that have the most renewable energy.

Look at :
<http://www.ssfindex.com/ssi2016/m>

		aps2016/indicator1-3-2016/StatPlanet.html Find countries where there is insufficient food and safe drink water.		
	<p>Why are jungles so wet and deserts so dry?</p> <ul style="list-style-type: none"> ● Observe, describe and explain in basic terms the pattern of climate in the United Kingdom; ● UK political and thematic map showing average rainfall- interpret and fill in table. Repeat using different map for temperatures. ● Interpret maps showing prevailing wind direction/ average rainfall. Reasons for this. Compare with a human map/where they areas/ live/their climate. ● Identify, describe and begin to offer reasons for the distribution of different types of climate around the world; ● Climate zone maps/ table of number of countries/world physical map-use to fill in a table. ● Compare and contrast the temperature and rainfall data in different climate graphs to reach conclusions about the climate in different locations in the world; 	<p>Beyond the Magic Kingdom</p> <ul style="list-style-type: none"> ● Identify, describe and explain the function and attraction of theme parks around the world and in particular the <i>Magic Kingdom</i> in Florida; ● Using a physical map of the park, plan a route around visiting certain areas and features. Use the points of a compass. ● Identify, locate, compare and contrast the constituent states of the United States of America and recognise and describe key geographical features of one state other than Florida; ● Using a world map identify the 7 continents and 5 oceans. Make a list of the other countries, in addition to the USA, that make up the continent of North America. Spend some time with the two maps and discuss any queries the pupils may have. For example, Greenland being named with Denmark in brackets below it (Greenland is a territory of the Kingdom of Denmark. ● Find the 50 states of USA on a world map. 	<p>Local Study of Fetcham and Leatherhead and compare and contrast with Shanklin on IOW.</p> <ul style="list-style-type: none"> ● To carry out a town survey of Leatherhead. Identify the River Mole flowing through Leatherhead on a map as a reference point and Oakfield school. Show the route taken to walk into the town. Identify key features along their journey including the floodplain, fire station, bridge, water station, leisure centre, train station and using a key, add these to a map. ● Carry out a survey of residential and business premises along the high street. Collate the types of shops found and group them. Present as a bar chart. ● Carry out a traffic survey of the number and types of cars travelling through the town during a 15 minute window. ● Present as a bar chart. ● Using a local OS Landranger map 187. Use 6 figure grid references to locate settlements and physical geography. Use the OS key to find the correct symbols of these features. Create their own 6 figure grid references. 	<p>Who are Britain's National parks for?</p> <ul style="list-style-type: none"> ● Identify, locate, describe and explain the distribution of the 15 National Parks in the UK; ● Observe and record the common key natural features of the National Parks of the UK and explain why they are referred to as the country's 'breathing spaces'; ● Recognise those other special qualities of National Parks which are referred to as 'cultural heritage' and reflect on the importance of their own cultural heritage in the context of this; ● Recognise, describe and explain how National Parks actively encourage visitors to enjoy and learn about what makes them special; ● Identify, describe and, through observation, (residential to Swangae and surrounding areas), offer reasons for the existence of the Bronze Age ceremonial landscape in Dartmoor National Park, evaluate the reflections of others and reach a

	<ul style="list-style-type: none"> ● Match climate graphs with information of that climate. ● Match climate graphs to climate station data. ● Construct a climate graph from temperature and rainfall data for their home location and compare and contrast this with climate graphs of other locations to reach conclusions and make judgements; ● Understand how climate affects both the landscape of different biomes and the plants and animals that can live there; ● World map/Globe identify South America and Brazil. ● Biome map of South America showing rivers- Amazon- Source/mouth/tributaries/fin d. ● Observe, describe and explain why areas of tropical rainforest such as the Amazon Basin have so much convectional rainfall; ● Label a sketch/diagram. 	<ul style="list-style-type: none"> ● Using a time zone map, to measure and interpret the zones and predict times. ● Observe, describe, explain and begin to draw conclusions about the geographical pattern of the origin of visitors to the <i>Magic Kingdom</i> from countries around the world; ● Construct a choropleth map showing the distribution of visitors from around the world to the magic kingdom. ● Recognise and describe the key geographical features of a peninsula and compare and contrast the Floridian peninsula with a number of peninsulas at different locations around the world; ● Using world/satellite maps identify the 5 larger peninsulas than Florida. ● Recognise the key human and physical features and achievements of the Kennedy Space Centre in Florida and explain the geographical reasons for its location; ● Satellite, aerial and terrestrials photographs for interpreting/evaluating physical features of Florida. ● Globe/digital online map/globe to see rotation speeds of equator(Florida) and northern / southern hemisphere. 	<ul style="list-style-type: none"> ● Day trip to Polesden Lacey, Great Bookham. Using the 8 points of a compass and key features, follow a route around the grounds. Use a OS map of the local area to identify local physical geography. ● Identify the IOW on a map of the United Kingdom. Label oceans and seas: major cities including capital cities. Show a rough journey that we will take to Portsmouth, Ferry the coach to Shanklin. ● Use the OS Landranger map 196 of the Solent and IOW. ● Use 6 figure grid references to find the places that we will be visiting and any important features such as the sand cliffs and landslips. ● Look at a geological map of the IOW. Identify the areas of clay-blue slipper- and look at pictures of the local landslips. Empathise with the local people as to how the landslips have affected their lives and jobs. Using Aerial and satellite photographs, to give six figure references of areas of landslip. Use the key and symbols. ● On return to school after the residential, compare and contrast the town surveys including the purpose of the buildings found along the high 	<p>judgement about its purpose;</p> <ul style="list-style-type: none"> ● Understand who looks after National Parks in the UK and reflect upon and evaluate the importance of the jobs that people do; ● Locate and describe the geographical features of an American National park and explain why it has received designation. (Link to Native Americans).
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**ENRICHMENT
ACTIVITIES**

- **Describe** and **explain** why sea turtles which live in the waters around Florida are endangered and reach a **judgement** as to how they might be conserved for the future;
 - **Compare and contrast** the climate of the United Kingdom and Florida and **identify** and **explain** the main differences particularly in relation to temperature and sunshine hours;
 - **Bar and line graph work.** Predict/interpret.
 - Reach a **conclusion** and make a **judgement** as to the best time climatically for British tourists to holiday in Florida;
 - **Identify, describe** and **explain** how hurricanes form and why they present such a threat to the people of Florida and **understand** the range of ways in which residents take measures to protect themselves and property from potential damage;
- Locate, describe and explain** why the Everglades are a National Park.

Further map work skills

Understanding compass points.
[World Maps\Compass Directions Presentation.ppt](#)
Explain how a compass works, and model how to explain the bearing of one place to another

street and the traffic surveys. Make a judgement as to the type of area, people who live there or visit this area – the purpose of the town and why it grew up there.

- Compare the traffic, types of roads and number of roads within an area. Evaluate the impact of the tourists and visitors to the island have on these roads and small towns and villages. How important is tourism to their livelihoods. What types of jobs do their parents do?
- Using the aerial map of the Weald and Downland Museum find the uses of buildings by using the key. Plot routes and answer various questions using the key.

RESIDENTIALS

WORKSHOPS/DAY TRIPS

(including GEOGRAPHICAL SKILLS AND MAP & FIELD WORK SKILLS).

Overnight stay/activities within the school's ground

Orienteering within the school grounds. Using **terrestrial photographs** and **points of a compass**, to follow instructions and navigate around the school grounds.

Use **four figure grid references** and **eight points of a compass** to navigate a route around the school grounds. Estimate the **straight line distance using a scale line**. Estimate the area of the MUGA/field area.

Nower Wood, Headley, Surrey.
OS Map
Orienteering
Fill in a map to show the different land use – colour coded sheet-mature, meadowland, young areas-using trees to help make judgements.

[World Maps\Maptown Zoo Activity Sheet.pdf](#)
[World Maps\Escape from Maptown Zoo Activity Sheet.pdf](#)
Or
[World Maps\compass points activity route sheet.pdf](#)

SEN 4 cardinal points: [World Maps\compass directs easy.pdf](#)

Activity, locate American cities based up compass points bearings. Using 8 cardinal points
[World Maps\north american cities and compass points.pdf](#)

Google maps:
Pupils to find key physical and human landmarks using google maps. Then plot locations on blank Florida map.

Miami, Tampa, Orlando, Jacksonville , Tallahassee (State capital)

The Everglades, Florida Keys and Key West, Kissimmee State park, Cape Canaveral and the Kennedy Space Centre, Disney world.

[World Maps\blank Florida map.pptx](#)

High Ashdown Adventure Centre

Walk up and around Headley Heath looking at the local surroundings. Matching what the children observe with their OS map. Use **OS map** to look at the **contour lines**-spacing-and understand the closer the lines the steeper the hill. Find the place, building or **geographical feature** shown as a symbol on the map.

Isle of Wight Residential

- Visit Black Gang Shine and **observe** the Blue slipper clay formations and **conclude** how they have caused landslides around the island.
- **Draw labelled sketches** of the landslip.
- **Observe** the impact this has had on human settlement /business and **empathise** with the local people.
- Sand sampling on beach for plastic/rubbish/content and to estimate the

Swanage Residential

Geography focus

Through the application of skills and processes our children will learn about and observe the following:

Apply their knowledge of Concordant and Discordant coastlines **to reach a conclusion** on the shape of the coastline. To use the **eight points of the compass** and **estimate heights and slope using contour lines**.

Take part in a workshop- Investigate the Jurassic coastline and the process of fossilization. **Apply their knowledge** of the formation of sedimentary rocks **conclude** how fossils are formed. Investigation of soft and hard rocks **Apply their knowledge and understanding** of the properties of local rocks and **discordant coastlines** to

	<p>Observe the weather and recorded. Look at cloud types. Different leaves –leaf treasure hunt Temperature- use a thermometer. Record on a grid. Measure wind speed and direction with an anemometer. Use an eight point compass-blow bubbles and use a compass to work out wind direction.</p>	<p>Use four figure grid references to find places, building and geographical features.</p>	<p>number of microplastics. Using one metre square/sieves of varying sizes-observe, measure, record, present, interpret and evaluate their group findings. What do these results tell them about the currents/ waste/pollution? How trustworthy are their methods and results.</p> <ul style="list-style-type: none"> • Present findings in a Pie Chart. • Town Centre survey of Shanklin .Carry out a survey of residential and business premises along the high street. Collate the types of shops found and group them. (Present as a bar chart on return to school). • Carry out a traffic survey of the number and types of cars travelling through the town during a 15 minute window. • Present as a bar chart (on return to school). 	<p>explain the formation of headlands, bays, arches, stacks and stumps. Visit Lulworth Cove and Durdle Door to observe these geographical features. Visit Burial Mounds- link to Iron Age topic. Meadowlands-talk led by Wardens- erosion and collapse of cliffs-reasons for the collapse and protection of meadows- what is a meadow.</p>
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