



Geography at Amington Heath

How is this subject taught?

Children learn geography throughout the mini adventure approach to the curriculum. Children become geographers for a three-week mini adventure, where they learn the geographic knowledge and skills set out in the national curriculum in a purposeful and inspiring way. Throughout their time at Amington Heath, children will go on at least ... adventures where they are geographers.

In addition to the specific geography lessons, children also learn about geography within other subject areas such as RE and citizenship. Children share their geographical knowledge and skills within the whole school community through fantastic finishes and sharing assemblies.

Plan for progression

The curriculum has been mapped to ensure that knowledge and skills build upon prior learning from knowledge and understanding of the world in Nursery to Year 6.

What enrichment opportunities are there?

Geography lessons are enhanced with enrichment activities and experiences such as trips to the wall Letocetum and posting a letter.

Mini Adventure outcomes - Whole School progression in Geography

EYFS

| What the children will be learning to do: | How to support/ teach this: |
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| <p>UTW- 0-3- Explore and respond to different natural phenomena in their setting and on trips.</p> | <p>Encourage toddlers and young children to enjoy and explore the natural world. Suggestions:</p> <ul style="list-style-type: none"> • standing in the rain with wellies and umbrellas • walking through tall grass • splashing in puddles • seeing the spring daffodils and cherry blossom • looking for worms and minibeasts • visiting the beach and exploring the sand, pebbles and paddling in the sea. <p>Encourage children’s exploration, curiosity, appreciation and respect for living things. Suggestions:</p> <ul style="list-style-type: none"> • sharing the fascination of a child who finds woodlice teeming under an old log • modelling the careful handling of a worm and helping children return it to the dug-up soil • carefully planting, watering and looking after plants they have grown from seeds. <p>Encourage children to bring natural materials into the setting, such as leaves and conkers picked up from the pavement or park during autumn.</p> |
| <p>UTW- 3-4- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> | <p>Practitioners can create books and displays about children’s families around the world, or holidays they have been on. Encourage children to talk about each other’s families and ask questions. Use a diverse range of props, puppets, dolls and books to encourage children to notice and talk about similarities and differences.</p> |
| <p>UTW- Reception- Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries.</p> | <p>Draw children’s attention to the immediate environment, introducing and modelling new vocabulary where appropriate. Familiarise children with the name of the road, and or village/town/city the school is located in. Look at aerial views of the school setting, encouraging children to comment on what they notice, recognising buildings, open space, roads</p> |

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| | <p>and other simple features.</p> <p>Offer opportunities for children to choose to draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with.</p> <p>Teach children about places in the world that contrast with locations they know well.</p> <p>Use relevant, specific vocabulary to describe contrasting locations.</p> <p>Use images, video clips, shared texts and other resources to bring the wider world into the classroom.</p> <p>Listen to what children say about what they see.</p> <p>Avoid stereotyping and explain how children's lives in other countries may be similar or different in terms of how they travel to school, what they eat, where they live, and so on.</p> |
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Year 1

| Mini adventure | Outcomes |
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| Land Ahoy | <p>Summary</p> <p>Children will be able to securely recall the 7 continents of the world and use locational language to navigate physically and through pictorial representations. They will use a range of sources to locate localities within the UK and at a European level.</p> <p>Key adventure outcomes;</p> <ol style="list-style-type: none"> 1. Name and locate the world's seven continents and five oceans 2. Use world maps, atlases and globes to identify the United Kingdom and its countries as well as countries, continents and oceans taught 3. Use simple compass directions and locational and directional language to describe the location of features and routes on a map |
| Bright lights, Big city | <p>Summary</p> <p>Children will undertake a study of cities within the UK, comparing the land uses within them. They will be looking at photographic evidence as well as maps at street level to ask and answer geographic questions.</p> <p>Key adventure outcomes;</p> <ol style="list-style-type: none"> 1. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas 2. Use basic geographical vocabulary to refer to physical and human feature |

Year 2

| Mini adventure | Outcomes |
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| Rio De Vida | <p>Summary Children will compare a locality with the UK with a locality in South America, using aerial images and plan perspectives to recognise landmarks and physical features.</p> <p>Key adventure outcomes;</p> <ol style="list-style-type: none"> 1. Name and locate the world's seven continents and five countries 2. Understand the geographical similarities and difference of the UK and Rio 3. Use world maps, atlases and globes to identify countries, continents and oceans |

Year 3

| Mini adventure | Outcomes |
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| Antartica | <p>Summary Children will use a range of secondary resources to identify physical features and characteristics of a locality as a result of its climate and global location. They will explain own views about a locality and provide reasons.</p> <p>Key adventure outcomes;</p> <ol style="list-style-type: none"> 1. Locate the world's countries to focus on environmental regions, key physical and human characteristics, countries and major cities 2. Identify the position and significance of latitude, longitude, equator, Northern hemisphere, Southern hemisphere, tropics, Arctic and Antarctic Circle, Greenwich meridian and time zones 3. Describe and understand physical geography including climate zones, rivers, mountains, volcanoes and earthquakes. |
| Extreme weather | <p>Summary Children will explore how localities across the world can experience a range of extreme weather and the impact these may have upon the physical and human features of the locality by asking and answering questions about the characteristics of these areas.</p> <p>Key adventure outcomes;</p> <ol style="list-style-type: none"> 1. Locate the world countries and explore their environmental regions, physical and human characteristics and major cities 2. Name and locate counties and cities of the UK including the human and physical characteristics and key topographical features. 3. Describe and understand key aspects of physical geography including volcanoes and earthquakes |

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| <p>A Journey Down the Amazon</p> | <p>Summary Children study the Amazon Rainforest as a climate zone. Explore the biomes, vegetation and other physical features of the area that make it so special. They will understand and apply topographical features and explore how these can change over time.</p> <p>Key adventure outcomes;</p> <ol style="list-style-type: none"> 1. Identify human and physical characteristics, key topographical features and understand how these have changed over time 2. Identify the position and significance of latitude, longitude, the equator and tropics 3. Describe and understand climate zones, biomes, vegetation belts, rivers 4. Describe and understand economic activity and distribution of natural resources |
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Year 4

| Mini adventure | Outcomes |
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| <p>Romans</p> | <p>Summary Children will use a range of resources to identify the physical features of a settlement on a European scale and consider how these impacted upon the uses and appropriateness of the settlement. They will use fieldwork skills to observe and record physical features within the local area and how it has changed over time.</p> <p>Key adventure outcomes;</p> <ol style="list-style-type: none"> 1. Name and locate countries and cities of the UK, geographical regions and identify human and physical characteristics, key topographical features and understand how some aspects have changed over time. 2. Describe and understand human geography including types of settlement and land use 3. Use maps, atlases, globes and digital mapping to locate countries and describe features studied |
| <p>Beast seekers</p> | <p>Summary Children will build geographical field work skills through a local study to find a new habitat for a selection of fantastic beasts. They will go on local walks to build their knowledge of the local area and the amenities that surround us.</p> <p>Key adventure outcomes</p> <ol style="list-style-type: none"> 1. Use the eight points of a compass, four and six-figure grid references, symbols and key to build knowledge of the united kingdom and wider world 2. 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, graphs and digital techniques |

Year 5

| Mini adventure | Outcomes |
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| Herbology | <p>Summary Children will explore the biomes in North and South America. They will identify different plants and animals found in them and use atlases to explore the terrain and climate of the two places to compare them.</p> <p>Key adventure outcomes;</p> <ol style="list-style-type: none"> 1. Locate the world's countries using maps and focusing on North and South America and their environmental regions and countries 2. Describe and understand key aspects of biomes and vegetation belts and distribution of natural resources including energy, food, minerals and water 3. Use maps, globes and atlases to locate countries and describe features |

Year 6

| Mini adventure | Outcomes |
|-----------------------|---|
| London Eye Mystery | <p>Summary Children will carry out a study comparing a locality within the UK to a North American locality and be able to explore a wide range of physical and human geographical characteristics.</p> <p>Key adventure outcomes;</p> <ol style="list-style-type: none"> 1. Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities 2. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time |