

# GEOGRAPHY AT ELEANOR PALMER

## EARLY YEARS AND KEY STAGE 1

### GEOGRAPHY TEACHING AND LEARNING AT ELEANOR PALMER

Our topic planning is designed so that one term's topic is 'geography led' this means the knowledge driving and shaping the topic is geographical and captured in that term's 'EP Collectable'. In addition, relevant aspects of geography are inter-woven into other topics over the year.

A huge part of our geographical provision is our ambitious residential programme: we have four over the year. Year 2 visit an old mill in Surrey and stay overnight; Year 4 make their own way to Epping Forest (no coach!) and then set up camp overnight; Year 5 spend 5 days at a residential field centre in Surrey and Year 6 spend 7 days at an organic farm in Gloucestershire. Through this, children experience different localities first hand and have a genuine need to enact geographical skills.

We make good use of Hampstead Heath and its rich resources, not least the Heath Education Centre which classes visit every year for excellent progressive workshops on mapping. Our geography lead is Forest Schools qualified.

#### EARLY YEARS

UNDERSTANDING THE WORLD: PEOPLE AND COMMUNITIES.

Know about similarities and differences between themselves and others, and among families, communities and traditions.

UNDERSTANDING THE WORLD: THE WORLD

- Children know about similarities and differences in relation to places. . .
- They talk about the features of their own immediate environment and how environments might vary from one another.
- They make observations of animals and plants and explain why some things occur, and talk about changes.

#### KEY STAGE 1

At Key Stage 1, the National Curriculum divides geographical learning into the following components:

- Location Knowledge
- Human Geography
- Physical Geography
- Geographical skills

#### NURSERY KEY LEARNING

To be able to talk about their own home and community life, and to find out about other children's experiences.

Observe their immediate environment in order for them to see their place in it.

To locate the Nursery within their local community.

#### ENRICHMENT

Visits to local shops, parks and other local places of work

Visit to children's front doors

#### RECEPTION KEY LEARNING

To be able to use appropriate words, e.g. 'town', 'village', 'road', 'path', 'house', 'flat', 'temple' and 'synagogue', to help children make distinctions in their observations.

Be able to talk to people, examining photographs and simple maps and visiting local places.

Begin to use words that help children to express opinions, e.g. 'busy', 'quiet' and 'pollution'.

#### ENRICHMENT

Seasonal walks on Hampstead Heath.

Mapping workshop at the Heath.

Trips into central London

#### ENRICHMENT

Overnight trip to the Mill Field Centre in Surrey.

Walk to Hampstead Heath and mapping workshop.

#### YEAR 2 KEY LEARNING

LEAD TOPIC - Explorers

Use atlases to find UK and the different continents.

Be able to name continents and seas.

Be able to locate and name several European countries.

Be able to describe contrasting physical features e.g. desert, mountain.

Be able to discuss weather by focussing on forecast for residential

Be able to use OS map (of the Mill area) and make predictions about the locality by using the features on the map.

Create a map of the walk to the Leith Hill.

Compare place: Forest Green (village nearest to the Mill) and London.

#### YEAR 1 KEY LEARNING

LEAD TOPIC - 'Our Local Area' (Kentish Town and London)

Learn the four countries of the United Kingdom.

Learn the four seasons and associated weather patterns.

Learn about maps and globes.

To use a simple compass and use directional language

Learn what a bird's eye view is.

Learn their address - importance of postcode.

The language of place: e.g. village, town, city, street



# GEOGRAPHY AT ELEANOR PALMER

## KEY STAGE 2



### KEY STAGE 2

AT KEY STAGE 2 THE NATIONAL CURRICULUM DIVIDES GEOGRAPHICAL LEARNING INTO THE FOLLOWING COMPONENTS:

- Location Knowledge
- Place Knowledge
- Human Geography
- Physical Geography
- Geographical skills and fieldwork



### YEAR 3 KEY LEARNING

LEAD TOPIC - Earthquakes and volcanoes

Learn all the countries of Europe and be able to put them on a map

Be able to plot major volcanoes and on a world map.

Locate the ring of fire and tectonic plates on a world map.

Locate and name areas that have suffered from tsunamis and their location to the world's oceans

Compare areas which have active, dormant and extinct volcanoes - Arthurs seat, Vesuvius/ Etna and Mayon and Icelandic volcanoes

### ENRICHMENT

Hampstead Heath fieldwork  
Workshop on rocks and soils

Natural History museum -  
Earthquakes and volcano show

UCL - Earth Sciences Lab

### YEAR 6 KEY LEARNING

LEAD TOPIC - Human Planet (fair trade)

Know about different farming across the globe - linking this to biome and vegetation belt.

Be able to locate different farming styles to regions of the globe - plot onto a map.

Understand aspects of human geography, including: types of settlement and land use, economic activity including trade links.

Learn about organic farming in Britain

### ENRICHMENT

Residential at Wick Court  
Organic Farm for 7 days  
(September)

Workshop on the geography  
of chocolate linked to fair  
trade

### ENRICHMENT

Orienteering at Hampstead Heath

Mapping and completing an  
overnight camping trip in Epping  
Forest

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### YEAR 4 KEY LEARNING

LEAD TOPIC - Survival

Locate, name and explain global positioning and zones. Identify the position and significance of latitude, longitude, hemispheres etc.

Plan routes using both physical and digital maps - linked to camping trip.

Learn about mountain survival contrasting to their own survival



### YEAR 5 KEY LEARNING

LEAD TOPIC - The Amazon

Learn about a region in South America

Be able to locate the world's major rivers on a map.

Be able to locate the world's tropical rainforests on a map.

Compare facts about the major rivers of the world and compare to the River Thames.

Know and understand the water cycle - and how it impacts on Rivers and flooding.

Be able to use a compass - eight points of a compass - and four-point coordinates.

Be able to use a compass and map to orienteer

### INTENDED OUTCOME BY THE END OF YEAR 6

Children will leave EP as keen geographers with a strong sense of place, locally, nationally and globally and the ability to name and locate key places and features. They will have experienced different localities and specific case studies that they can draw on. Children will feel confident using maps, atlases, globes and digital/computer mapping. They will confidently talk about human and physical impacts on the environment.

