

Learning Walk 13th November 2023

By: Amy Freeman

Focus: Geography

Area: Are children taught the skills they need in Geography?

Observations	Evaluation
<p><u>Reception</u></p> <ul style="list-style-type: none"> • Children speak about who is part of their family. Where their home is, where they live, do they live in a village, a town? Their half - term homework was to explore their local area. • They compare their lives to a five-year-old child's in a different country (Lapland). • Children discuss holidays in September, they talk about where they go, if it was near the beach, in a hot or cold climate. How close to the equator it is. • Children have used the globe and atlas to identify new countries that they fly to on their magic carpet. Children use simple compass points to navigate north and south. 	<p><u>Reception</u></p> <ul style="list-style-type: none"> • This develops their local knowledge. They have learnt about their local area, which dovetails into what KS1 will learn. • This reinforces their sense of self and their place in the world. • They consider human and physical geography; children learn about key physical features of different places. • Geographical skills and fieldwork skills, pupils look to observe different features. Children in EYFS are taught the foundations to the four geographical skills needed. This will equip them with what they need in KS1. <p><i>Children in EYFS are taught the foundations of the four geographical skills needed to think like Geographers. This will equip them with what they need in KS1.</i></p>

KS1

- Children have named and located the world's seven continents and the five oceans, and have a song to remember both.
- In KS1 children receive letters from Paddington Bear from across the world, telling them all about what it's like in different countries.
- We are looking at a different country per half term looking at culture, language, the location and one of the week's focus being on landmarks.
- In computing children used directional language to navigate characters on 2GO on purple mash.
- Looking at our local area, children were able to identify Woburn on a map, and draw a street map of the High Street. Plotting points of interest along it. We walked to the allotment to observe changes over the seasons, and the church to explore religious artefacts
- When looking at cold climates, children compared the Arctic with the Antarctic. Looking at the

KS1

- They are developing their **locational knowledge** about the world.
- Children can look at the similarities and differences of our village and a contrasting non-European country.
- Children can use **geographical vocabulary** to refer to key **physical and human features**.
- Children are developing their **fieldwork skills** and can use simple **compass directions**.
- They can look at aerial photographs and recognise landmarks. Improving their locational knowledge and linking their learning to other subjects across the curriculum.
- They were able to compare these extreme climates to where they live, and consider the impact a cold climate has on the

<p>difference in animals, plants between the two places.</p> <p><u>KS2</u></p> <ul style="list-style-type: none"> • Children have been looking at a local study in the Autumn term. Physical features and human features were explored. Children drew a bird's eye view of the classroom. Children - on a map - identified where they lived, whether it was in a rural or urban spot. • KS2 planned out a fieldwork trip for them and KS1 to go on, plotting out a walk around our local area on an ordnance survey map. Noting points of interest using the key. They also walked to the Church, and looked at how you can use a Church to find East. • Children compare cities within Europe, looking at agriculture, culture, population etc. 	<p>plants/animals/humans that try to live there. Cross curricular links are made to science and incorporate our topic.</p> <p><i>Children revisit concepts introduced in EYFS and explore them further. They also look at new concepts in more depth in preparation for KS2.</i></p> <p><u>KS2</u></p> <ul style="list-style-type: none"> • Children were able to identify different uses of the land over time in Woburn. Increasing their knowledge of human geography in the local area, following on from learning about it in KS1. • Pupils have learnt about their local area and improved their map skills and fieldwork skills, feeding into other subjects across the curricular. • Place knowledge, children are exploring different cities and making direct comparisons with the UK, with more countries than in KS1. • Children build upon their geographical skills and fieldwork from KS1, and
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<ul style="list-style-type: none"> • Children know the eight points to a compass. They use atlases to navigate places. They use globes to identify the continents and the oceans. They have made a key for a map. And have completed a lot of tasks around map reading and using six figure grid references. • We are looking at a different country per half term, one of the week's focus being on landmarks. 	<p>are confident and competent when using compasses and maps.</p> <ul style="list-style-type: none"> • Children can use geographical vocabulary to refer to key physical features. <p><i>Children in KS2 are equipped with the skills needed to progress into upper key stage 2.</i></p>
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When asked 'What do you like about Geography?' The children answered...

I liked that you get to go on walks, you work in groups, field trips are fun, we pop out into the heritage centre, we like exploring, I like learning new things about the world. It is important to learn about Geography because then we know what's going on in the world, you feel safe, we need to know about global warming, if we want to go to new places we can know things.

TELL ME - How does Geography work in Early Years?

In EYFS, children begin to develop their geographical knowledge by exploring features of our school and our village. The purpose of Geography in EYFS is for children to develop a sense of place and community. Children have rich opportunities to make use of the local area including the heritage centre to enhance and apply their skills as geographers.

What are we doing for SEND pupils?

Inclusion is the main aim for all children. A focused learning environment ensures all children are supported in completing their task. Work is differentiated and tasks are flexible, to ensure that everybody has access to their learning. Visual aids and adult support are available to those with special educational needs. Easy access to resources and a calm atmosphere enables them to achieve.

Overall Evaluation:

- Children across the school are taught the skills needed in *Geography*.
- There is clear progression throughout the school.
- Key concepts are revisited to ensure they are retained.
- Children appreciate their local environment.
- The school has an active eco council and the bronze eco award and all year groups are learning about how important this is.

Areas for development:

- Carry out a resources audit to ensure children are equipped with the resources they need to enrich their learning.
- Ensure teachers are using the correct vocabulary when teaching *Geography*.