

# 2020-21 Geography Review



In Y1, we have begun to use maps, globes and atlases to explore where we live within the world. Pupils have been identifying and naming the countries in the United Kingdom as well as studying weather. They have also learnt to identify physical and human features. We learnt about different climates and we have looked into climate change and the consequences of this. Children have also explored the continents and oceans of the world.

In Reception, we have explored the needs and variety of living things. Our topic "Learning to love the World" gave children a taste of the wonderful world around them and empowered them to create a wild flower garden and improve their local environment. We explored and compared habitats in our local area, and then further afield. We discussed interconnection of living things and the world around them. We looked at environmental campaigners David Attenborough, Greta Thunberg and Jane Goodall and used their example to make our own positive change to our environment.

In Y2, we have learned about the seven continents in detail during our weekly project menus in lockdown. The children were so motivated by these projects and they really enjoyed learning about each one's location, what it's like to live there, famous landmarks and wildlife, etc. They also grasped an understanding of the effects of climate change when learning about each continent. We have used maps, globes and Google Earth whilst learning about our locality as well as finding countries linked to our topics e.g. The Gambia, whilst learning about plastic pollution. The children thoroughly enjoyed learning about physical and human geographical features and they were able to confidently define and give examples for each.

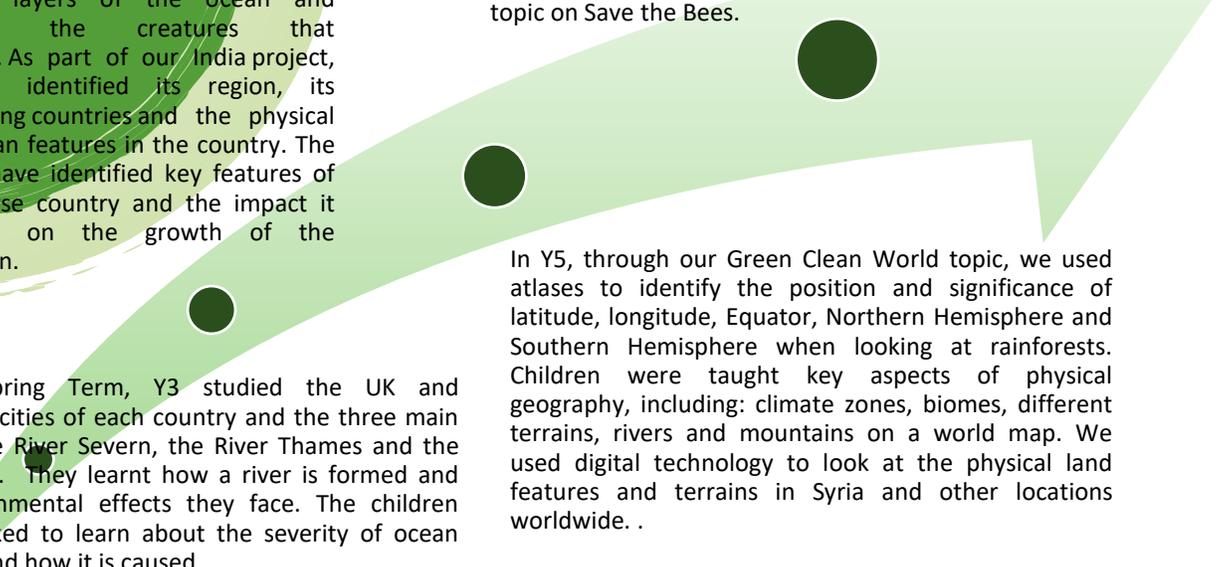


In Y4, using atlases, the children have identified the major oceans of the world, their specific features and global areas of concern - such as the Pacific garbage patch. Year 4 have explored the different layers of the ocean and identified the creatures that live there. As part of our India project, they have identified its region, its surrounding countries and the physical and human features in the country. The children have identified key features of this diverse country and the impact it has had on the growth of the population.

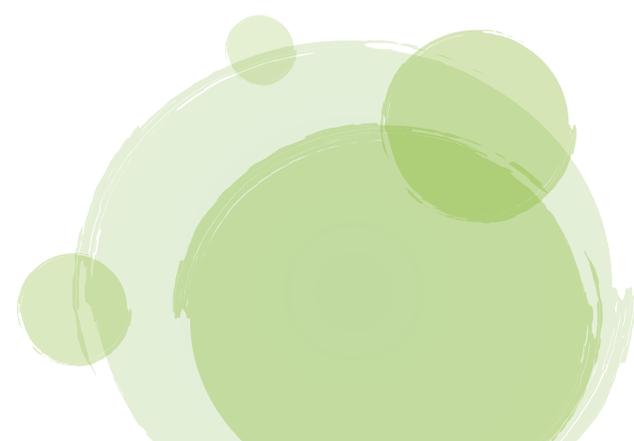
In the Spring Term, Y3 studied the UK and the capital cities of each country and the three main rivers – the River Severn, the River Thames and the River Trent. They learnt how a river is formed and the environmental effects they face. The children were shocked to learn about the severity of ocean pollution and how it is caused.

In the Summer Term, we focussed on the African continent. We concentrated on South Africa, in particular Uganda, and it's connection with the NCLC school that we supported on our sponsored walk around the local area to help raise money for school supplies. (This walk didn't happen as plan due to our sudden bubble closure).

During our Y6 geography topics, children have used maps and atlases to locate different countries. In addition, they have used the eight points of a compass and have been introduced to the four and six figure grid references found within maps. As part of our Rivers theme, children identified key river features and studied the water cycle. They have learned about Biodiversity and Inter-dependence during their topic on Save the Bees.



In Y5, through our Green Clean World topic, we used atlases to identify the position and significance of latitude, longitude, Equator, Northern Hemisphere and Southern Hemisphere when looking at rainforests. Children were taught key aspects of physical geography, including: climate zones, biomes, different terrains, rivers and mountains on a world map. We used digital technology to look at the physical land features and terrains in Syria and other locations worldwide. .



## Review and Action Plan 2021-22

| What's Going Well   | Even Better If   | Actions for 2021-22   |
|---|--|---|
| <p>Coverage and progression is clear. The content is broadly comparable with the 2014 NC. Progression from the 'personal' to local and onto global is very evident.</p> | <p>Develop further the Spaced Learning and other Rosenshine Principles to further develop skill and knowledge retention.</p>   | <p>Work with T &amp; L Lead to implement these approaches into Geography</p>  |
| <p>The environmental content is developing well and giving children an understanding of issues and 'Green' values.</p>  | <p>Can we find a way to tie together themes and topics, revisiting and pulling concepts together with critical thinking?</p>   | <p>A review in KS2 of how to make sure KS1 skills and knowledge are not lost. Can Year 5 and 6 bring it all together?</p>       |
| <p>Children enjoy Geography as delivered through the themes. They report this in the 2021 pupil survey.</p>   | <p>The children saw themselves more as Geographers. Check that the lessons, although 'Topic' clearly refer to the subject of Geography. Can we raise the profile of the subject?</p>                 | <p>Arrange an event or events that are clearly 'Geography', a whole-school recognition of the subject to raise the profile.</p> |
| <p>Resources are good. The new system of acquisition through year Group budgets is more effective than the old whole-school Geography budget</p>                        | <p>Atlases in KS1 were more appropriate and engaging.</p>  | <p>Support KS1 to acquire better atlas stock</p>  |
| <p>Technology is used to support learning, especially with map-work and research.</p>   | <p>Technology reaches the next stage and more clearly improves delivery, rather than just supports. Much tech use is Substitution or Augmentation. Aim needs to be Modification and Redefinition</p> | <p>Work with Digital lead on attaining the next levels of the SAMR model.</p>   |