

# Geography Showcase



## Reception – Understanding the Natural World

Looking at maps

Our school is in Greetland.

photograph

Exploring and discussing maps

It could be called pirate Island

ocean

It is water

house

Shark

Skull

beach treasure

X marks the spot

hills

drawn

Looking at maps



Reception look at our school on Google Earth and speak about what we can see. We add labels to an ariel image.

Reception share their journey to school and what they can see on the way. The children create maps of their journey to school. The children in Reception also create different maps and loved making giant collaborative maps of real and imaginary places.



**Communication and Language**

- Listen and respond
- Use vocabulary in different contexts
- Convey their ideas in a clear and coherent way
- Articulate their ideas and thoughts in well-formed sentences

**Understanding the world**

- Explore the natural world around them
- Observe and respond to changes in the environment
- Distinguish between things that are different to the one in which they live

**Forest**

I can see houses and bushes like at school. There is a car park, a house too, and houses. I can't see a farm.

**Scott**

I can see my friend's house from my window! I can see my best friend's car too. I can see some trees and there's two lanes.

**Sam**

I can see other houses and trees from my bedroom window. I can see some trees and my garden, trees and my fences. There's a shop next to my house.

**George**

I can see other houses and cars different, but they aren't driving. I can see the road lights to see in the dark.

**Allie**

This is my garden. I can see from my bedroom. There's trees and this is Clay House. I can't see roads or any one else's house.

**Emily**

From my window I can see houses and trees. I walk to school off. I see fields too, but not a farm.

**Frances**

From my room I can see my friend's house and trees here. I can't see a farm and I can't see a road, but I can from my front window.

Following on from our work to investigate what we can see from our bedroom window and from our classroom window we have begun to examine and understand what may be seen from other windows around the world.

# Geography Showcase



## Reception – Understanding the Natural World



The Reception children discuss changes in the natural world linked to seasons throughout the year. They enjoy exploring and investigating in the mud kitchen area. They focus their discussions around the changes they see linked to the trees, plants and weather.



	Monday
	Tuesday
	Wednesday
	Thursday
	Friday
	Saturday
	Sunday



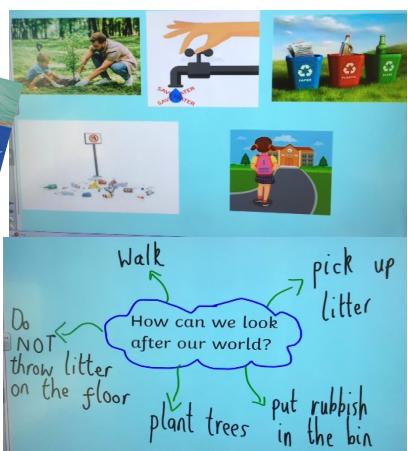
Reception love to make kites and test them out on a windy day!



Reception love learning about the farm in the Summer term. Scan the code to



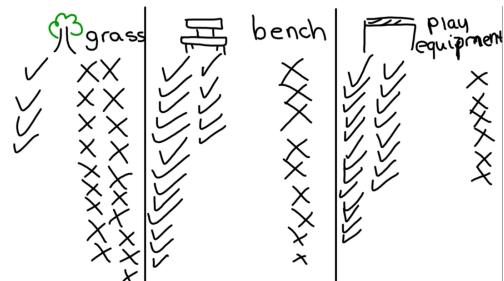
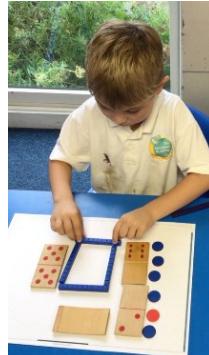
Reception learn how important it is to look after the planet. They share ways they could help. They really enjoy reading *Somebody Swallowed Stanley*.



# Geography Showcase



## Year 1-What is it like here?



### ADD DESIGN IMPROVEMENTS

In this unit, Year 1 locate The Greetland Academy and different features on an ariel map.

They create a map of their classroom, using objects to represent distance and direction. During their field work task, they use a map to locate different features around school then share how they feel about different areas of the playground by using the results from a class survey. The children then draw a design to improve their identified area.

## Year 2

## Would you prefer to live in a hot or cold place?

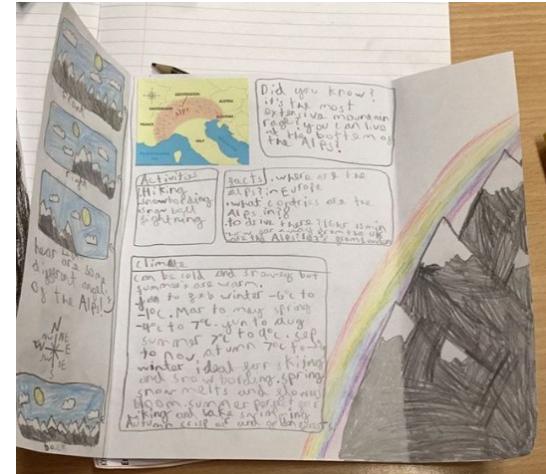
In this unit the children spend time working on world maps. They name and locate the seven continents, the North and South poles and the Equator. They locate some countries with hot and cold climates and can recognise some features of hot and cold places. They go onto describe some similarities and differences between the UK and Kenya.



# Geography Showcase



## Year 5 – What is Life Like in the Alps?

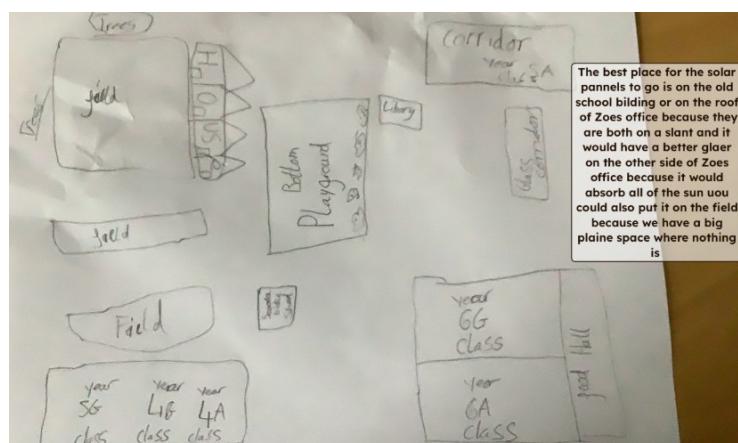


The children in Year 5 enjoy learning about the Alps and they focus on Innsbruck in Austria. They research and compare physical and human features. At the end of the unit, the children create a brochure to highlight the features, both human and physical, of the Alps region. They present this on paper or use Seesaw to create a digital version.

## Year 6 – Where Does Our Energy Come From?



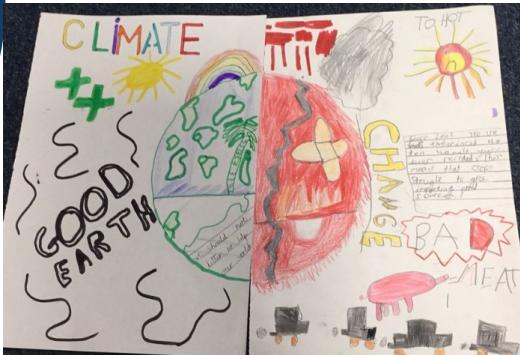
In Year 6 the children explore sources of energy. Thinking about the benefits and drawbacks of renewable and non-renewable energy. The children compare how energy is generated in the USA with the UK. They take on the role of energy experts and advised as to which power source might be suitable for a new housing development. Then finally consider and justify a location for solar panels on the school grounds by collecting and presenting data with their reasons.



# Geography Showcase



## Year 6 – Why Does Population Change?



The children worked with a partner to create a poster to highlight climate change and the impact that it is having. Each member of the pair, had to create one side of the image before they were then reunited as a whole.



The children conducted a traffic survey to record the types and frequency of the traffic that pass near school. They then interpreted, compared and discussed their observations

## Year 6 – Local Area Study

