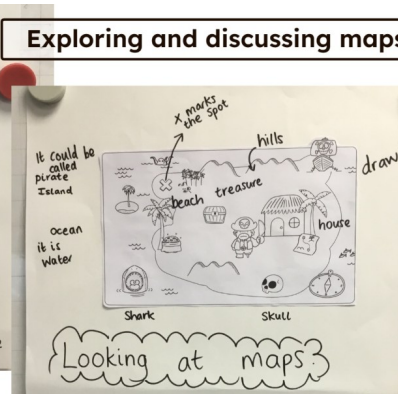


Geography Showcase

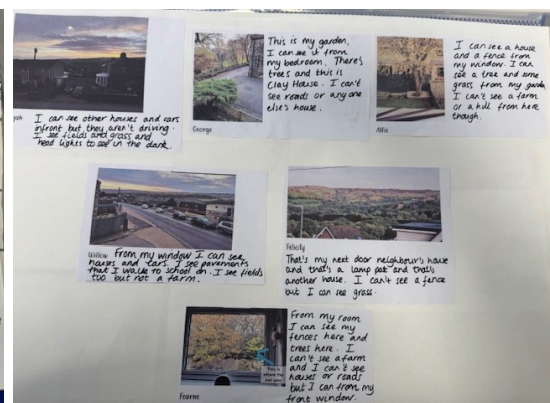
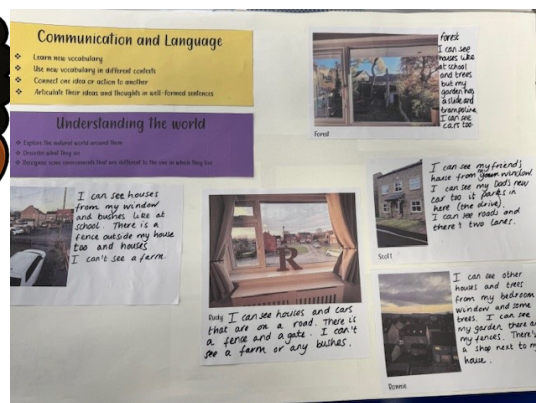


Reception – Understanding the Natural World



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



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.

We learn about weather symbols and create a weather chart for different weeks in the year. Reception made their own weather charts and are able to discuss their favourite type of weather.



	Monday
	Tuesday
	Wednesday
	Thursday
	Friday
	Saturday
	Sunday



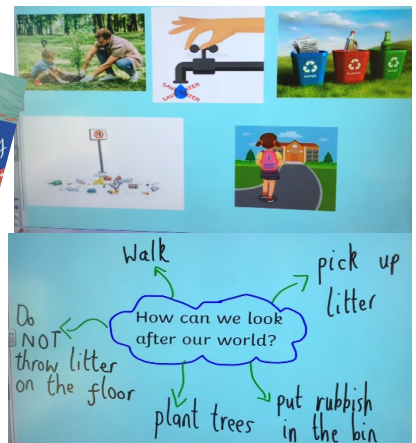
Reception love to make kites and test them out on a windy day!



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



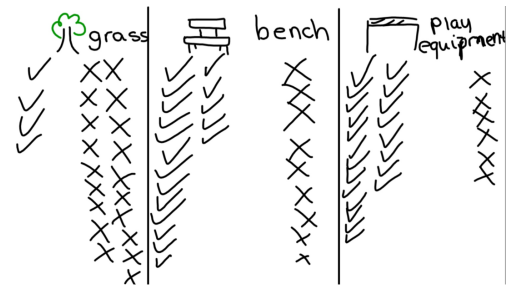
Reception learn how important it is to look after the planet. They share ways they could help. They really enjoy reading Somebody Swallowed Stanley.



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?

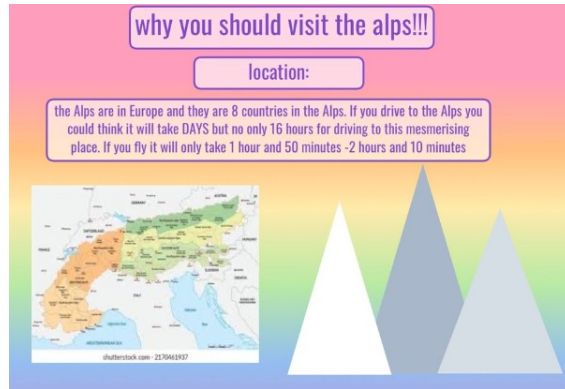
In this unit the children spend time working on world maps. They name and locate the seven continents, the North and South poles and the Equator. They locate some countries with hot and cold climates and can recognise some features of hot and cold places. They go onto describe some similarities and differences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



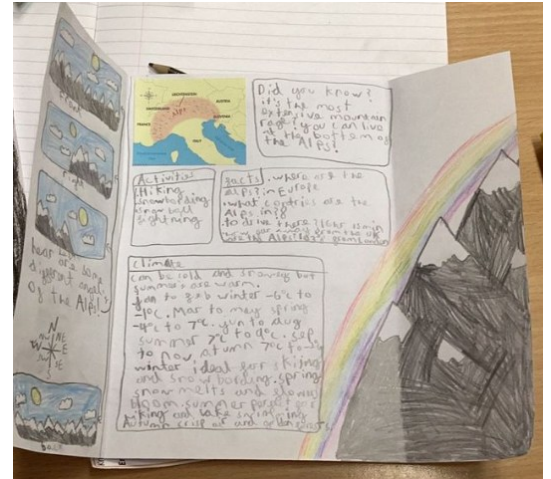
Geography Showcase



Year 5 – What is Life Like in the Alps?



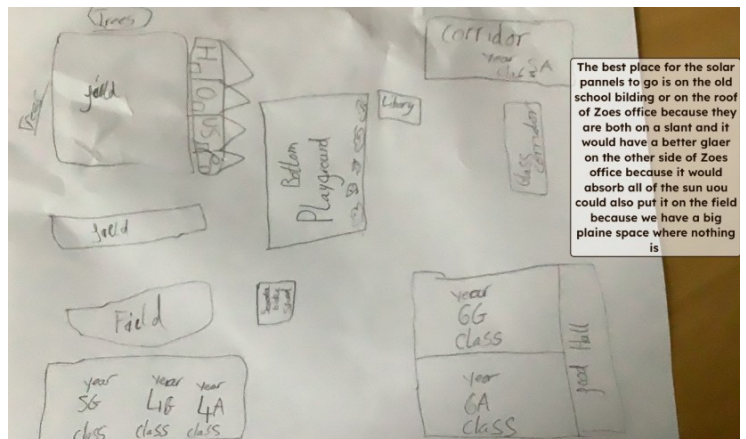
The children in Year 5 enjoy learning about the Alps and they focus on Innsbruck in Austria. They research and compare physical and human features. At the end of the unit, the children create a brochure to highlight the features, both human and physical, of the Alps region. They present this on paper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



Year 6 – Where Does Our Energy Come From?



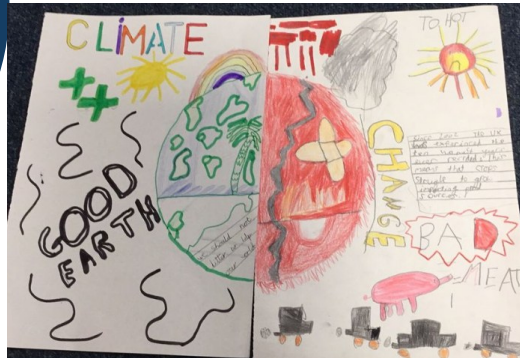
In Year 6 the children explore sources of energy. Thinking about the benefits and drawbacks of renewable and non-renewable energy. The children compare how energy is generated in the USA with the UK. They take on the role of energy experts and advised as to which power source might be suitable for a 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?



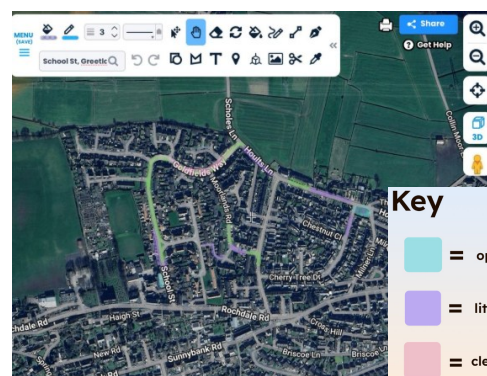
The children worked with a partner to create a poster to highlight climate change and the impact that it is having. Each member of the pair, had to create one side of the image before they were then reunited as a whole.



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



Key	
	= open spaces
	= litter
	= recycling bins

