

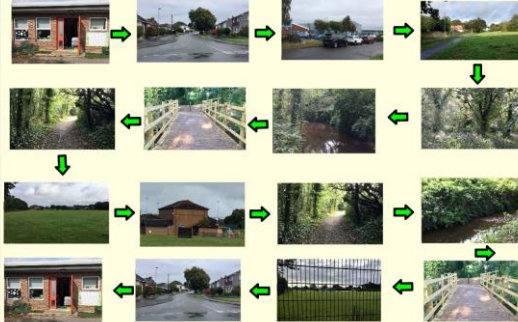
Starter
Sort these into **human (man-made)** and **physical (natural)** features.

 forest	 quarry	 river
 house	 bridge	 railway
 sea	 power station	 mountains



Geography Walk to Mudeford Woods

Start



Finish

A map shows you where things are and can help you find different places.



Aims of a geographer leaving our school

- Have a secure locational knowledge about the continents and oceans of the world and the countries and capitals of the UK
- Compare human and physical geographical features with contrasting locations including the local environment
- Confidently talk about similarities and differences between contrasting areas locally and globally using appropriate geographical vocabulary
- Create and follow a simple map with a key
- Understand weather patterns in the United Kingdom and broad global climate
- Develop knowledge through first hand experience

How do we bring this to life?

- Visits around the local area that include: coastline, marshlands, river, woodlands, town centre, leisure centre, harbour, farm
- Use the Learning Garden to explore physical changes
- Use Google Earth
- Use YouTube to provide awe and wonder about places in the world
- Use 2D and 3D maps of our school, local areas and other places in the world
- Use classroom displays of maps to give a geographical context to children's experiences and interests

Sequence of Learning – Locational

Reception

- Identify location of **rivers** and **trees, rainforest, arctic, desert, Mudeford**
- To know that the **world** is made up of **land** and **water** and that these areas have names (**country, United Kingdom, sea**)

Year 1

- Name and locate the **continents** and **oceans** of the world
- Locate venues of Formula One races
- Use world maps, atlases and globes to identify, name and locate the **United Kingdom** and its **countries**
- Know about the **patron saint** days of each of the four **countries** of the **United Kingdom** (Saint Andrew's Day – November, Saint David's Day – March, Saint Patrick's Day – March and Saint George's Day – April)

Year 2

- Use **maps, globes** and **atlases to independently** locate and name the **continents** and **oceans** of the world, **equator and poles**
- Identify characteristics of the four **countries** and **capital cities** of the United Kingdom and name and locate its surrounding **seas** (**mountains and valleys, population** size, **climate**)

Sequence of Learning – Place

Reception

- Know that the **local** area where they **live** is called **Mudeford**, and it is by the **sea** and it has a **river** and **woodlands**
- Know that the **desert** does not have a variety or number of plants and animals and has very little **rain**
- Know that the **rainforest** does have a huge variety of animals and plants and has lots of **rain**
- Know that the **arctic** is a **cold** place with very few plants and have animals that can keep warm
- To know that the **world** is made up of **land** and **water** and that these areas have names (**country, United Kingdom, sea**)

Year 1

- Understand geographical **similarities and differences** (**human, physical features**, weather, population, size) between Mudeford and a small area that hosts a F1 race in a contrasting non-European country

Year 2

- Understand geographical **similarities and differences** through studying **the human and physical geography** of BCP **and Kingston, Jamaica** use vocabulary **factory, city, town, port** (compare and contrast **population** size, **tourist** industry including increase in population size, **vegetation**, food grown, animals, **climate**, language, religion)

Sequence of Learning – Human & Physical

Reception

- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter
- Identify **natural** features including: the **local river** Mude in **Mudeford Wood** and describe that it is flowing and has a river bank; and a **woodland** (trees, plants and habitat) and in relation to the time of year of the visit (**Autumn**)
- Know some similarities and differences between the natural world around them and contrasting environments by identifying **natural** features in contrast (**same / different - rivers** and **woodland** in different places and of different sizes) to **local** environment – in the context of the **desert, a rainforest, the arctic and Mudeford**. Explain the difference between a Wood (visited on woodland walk) and a **forest**
- Explain some similarities and differences between life in this country and life in other countries - know that different animals live in different environments around the world
- Explain some similarities and differences between life in this country and life in other countries - know that people **live** in different sorts of **homes** and may have gardens and that people have different things growing in them

Year 1

- Identify **seasonal** and daily **weather** patterns in the United Kingdom
- Identify **human** features including: **bridge, house** and **village** and physical feature of the **harbour** and observe wildlife as part of Troll visit to Mudeford woods.
- Identify **physical** features including: **harbour, marsh (vegetation), river, sea, coast** around visit to **Stanpit Marsh**

Year 2

- Identify **seasonal** and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the **Equator** and the **North and South Poles** (Aut 2 Pirate Island)
- Describe the physical geography of the Hengistbury Head area on the trip using the vocabulary **beach, cliff, coast, sea, English Channel, river, vegetation, harbour**

Sequence of Learning – Geographical skills & Fieldwork

Reception

- Identify location of Mudeford Wood highlighting trees and rivers (use Google Earth)
- Know that we can see a **local journey** we have made on a **map** (route to Mudeford Wood)
- Identify location of rivers and trees, rainforest, arctic, desert, Mudeford
- Describe the school grounds (from an observational walk) eg: where are we now and what we can see? Tyre park, learning garden, playground – use Google Earth

Year 1

- Track **global journeys** including **Christopher Columbus** using **maps, atlases** and **globes** (having explored on Google Earth)
- Devise a simple map of the route to and around Mudeford Wood and **Stanpit Marsh** and construct a **key** with basic symbols and use locational and directional language (**left, right**)
- Observe wild animals in their habitat at **Stanpit Marsh** and compare with that of the school grounds and Mudeford Wood (note that there is a greater variety of animals in these locations due to suitability of **natural / physical** features in comparison to the school grounds)

Year 2

- Use **maps, globes and atlases** to independently locate and name the **continents** and **oceans** of the world, **equator and poles**
- Use **aerial photographs** and plan perspectives to recognise **landmarks** and **basic human and physical features** following the trip to Hengistbury Head using simple **compass** directions (**North, South, East and West**) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- Devise a simple **map**; and use and construct basic symbols in a **key**
- Use **aerial photographs**, plan perspectives, simple fieldwork and observational skills to study the geography of their school and its grounds including the key human and physical features of its surrounding environment