

**WEST HOVE  
INFANT SCHOOL**  
.....  
**A family of friends**



# **Hove Learning Federation Geography Policy**

**Adopted by Learning & Teaching Committee on behalf of the Governing body: Spring 2023**  
**Amended: Spring 2023**

We are committed to safeguarding and ensuring the health, safety and well-being of all pupils in accordance with safeguarding procedures and guidance for staff outlined in the school's Health and Safety, Child Protection, Security and Safeguarding policies.

# Hove Learning Federation Geography Policy

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## 1. Introduction

Through the teaching of geography, we are preparing our children for living and working in a rapidly changing, diverse and international society.

Our geography curriculum aims to instil in pupils a lifelong curiosity towards their own environment, the wider world and its people. At Hove Learning Federation, we aim to equip pupils with knowledge and understanding of diverse places, people, resources and natural and human environments. Alongside this, children will develop the skills required to explore a deeper understanding of the Earth's key physical and human processes.

An understanding of environmental issues and factors affecting climate change have become a significant part of our pupils' future and this will be reflected in the teaching and learning we provide.

## Aims

We aim to:

- foster an enjoyment of geography and geographical enquiry, and develop children's sense of wonder at the beauty of the world around them
- increase children's sense of responsibility for the care of the Earth and its people, build upon their knowledge of other cultures and teach a respect and understanding of what it means to be a positive citizen in a multi-cultural society
- motivate children to develop: an informed awareness about the quality of the environment, commitment to sustainable development and an appreciation of what 'global citizenship' means
- develop children's knowledge of places locally, nationally and globally and the ability to compare the lives of people living in these locations
- name, describe and compare contrasting locations and places using accurate geographical vocabulary
- stimulate children's interest in their surroundings and in the variety of physical and human characteristics in our world
- encourage children to develop key geographical skills and engage in an enquiry approach to geography

## 2. Intent

Through the teaching and learning of geography at the Hove Learning Federation, every child will have the opportunity to build an understanding of the world around them, the community they live in and their impact on it. Our practical and immersive learning experiences teach children to empathise with people from other places, cultures and climates making comparisons with their lives and the lives of others. We want children to have a deep understanding of the interconnectivity between humans and their environment.

Through an enquiry based approach children are encouraged to ask questions, use maps, and acquire geographical vocabulary and fieldwork skills in order to develop their knowledge of place, location, and human and physical geography. Our planned progression ensures children are exposed to the key knowledge set out in The National Curriculum (2014) and The Development Matters Curriculum (2020) giving them a deep understanding and set of skills that builds from year to year. It is through the investigation of key aspects of human and physical geography that children can explore the world around them.

It is our intention that children will leave the end of Key Stage 2 with an awareness of their role as a global citizen.

## 3. Implementation

In learning geography, children will:

- develop their knowledge, skills and understanding of the patterns and processes in physical and human geography
- participate in a practical approach to geography, including the use of: maps, atlases, globes and digital/computer mapping; compasses; aerial photographs; and walks around the local area

- develop their ability to ask questions about places and to seek answers through observations and deductions, evaluating material to inform and justify their opinions
- develop their fieldwork and observational skills to investigate the geography of their school and local area by measuring, gathering and recording data
- present findings gleaned from fieldwork using precise geographical vocabulary
- have planned opportunities to acquire and use new vocabulary, including subject-specific tier 2 and 3 words
- communicate knowledge and ideas using a variety of methods
- work in a variety of contexts – individually, in groups and as a whole class
- follow a spiral curriculum which revisits key themes and knowledge in order to deepen understanding and secure their learning

## 4. Content

### Aims and key principles:

Content and coverage for geography is plotted out in a progression ladder which shows the development in skills, knowledge and vocabulary from YR to Y6, and plots out the federation's spiral curriculum for this subject. This makes it clear to see where children have opportunities to revisit skills and understanding in order to achieve mastery.

#### Early Years and Key Stage 1

Teachers use the Geography Curriculum Map and Progression Ladder along with termly overviews and weekly plans to set out the structure and content of geography lessons. Learning objectives are taken from the National Curriculum and each lesson is carefully sequenced to build knowledge over time. The learning for a whole topic, including geography, can also be found in our Topic Teasers. These are child-friendly topic overviews containing key learning, vocabulary, supporting images and curriculum links that children stick into their books at the start of each topic.

All of the documents mentioned above are available to parents on the school website and shared with governors.

#### Key Stage 2

As in Key Stage 1, teachers use the Geography Progression Ladder along with termly overviews and weekly plans to create lessons that cover the learning outlined in the National Curriculum. The knowledge and information that children are given in geography lessons has been carefully thought through by our geography subject team and is set out in our Core Knowledge Files which are on display in classrooms, snapped onto slides, sent out to parents at the start of each term and accessible on our website.

Key facts from the Core Knowledge Files are selected for each lesson and explained in a knowledge strip that goes into children's books. This supporting resource helps to reduce children's cognitive load during the lesson and gives them quick access to dual-coded vocabulary, timelines, diagrams and summaries alongside challenging questions which promote mastery thinking.

Expectations:	Strategies:
<b>Learning objectives and statements related to the early learning goals are taught in the early years.</b>	<p>In Reception classes, geographical activities are derived predominantly from the 'Understanding of the World' area of learning, through the sub-sections of 'The Natural World,' and 'People, Cultures and Communities.' Most activities are based within the context of a highly cross-curricular approach and are also linked with a termly topic theme.</p> <p>Specific geography tasks can be focused activities led by an adult, as well as child-initiated exploration where the child is able to explore geographical resources in the indoor/outdoor learning environment. Children's understanding of the wider world is also developed through our 'Wonderful</p>

	World of Me' sessions, where each child shares with the class the things that make them unique and links them to the wider world.
<b>The National Curriculum objectives are used to support planning in KS1 and KS2.</b>	<ul style="list-style-type: none"> <li>Core knowledge, skills and vocabulary are mapped in the progression ladder to ensure children are covering the correct content and knowledge is sequential (Appendix 6)</li> <li>In Key Stage 1, the scheme of work has been developed from the National Curriculum Programmes of Study for Geography in the New Primary Curriculum 2014, alongside our school's curriculum drivers – Standards, Engagement, Enquiry and Diversity (SEED). Our geography objectives have been chosen to best suit the termly topics, and to reflect continuity and progression in children's knowledge, skills and understanding (Appendix 1)</li> <li>In Key Stage 2, our geography curriculum is planned so that children cover a range of geographical knowledge and skills in the following topics: <ul style="list-style-type: none"> <li>Trash to Treasure – Year 3</li> <li>Roamin' Romans – Year 4</li> <li>Vicious Vikings – Year 4</li> <li>Brighton Rocks – Year 5</li> <li>The Mighty and Mysterious Maya – Year 5</li> <li>A Voyage to a New World – Year 6</li> <li>Other outstanding geographical knowledge, including rivers, mountains, earthquakes – rolling whole school topics (every 4 years)</li> </ul> </li> </ul>
<b>A clear spiral curriculum that progresses throughout each key stage builds on prior learning and introduces age-appropriate concepts, knowledge and skills.</b>	<ul style="list-style-type: none"> <li>Please see Appendices 2 to 9 for detailed progression ladder and curriculum content for Key Stage 1 and Key Stage 2</li> <li>Geography is open to all children, of whatever age, gender, ethnic origin, ability and social background as it teaches children knowledge and understanding of the world around them.</li> </ul>
<b>Geography links to other areas of the curriculum</b>	<p><u>English</u></p> <ul style="list-style-type: none"> <li>Geography promotes the skills of reading, writing, speaking and listening.</li> <li>Children are encouraged to ask and answer their own questions.</li> <li>Children demonstrate their knowledge and understanding in a variety of ways including: written, presentations, drama and role play.</li> </ul> <p><u>Maths</u></p> <ul style="list-style-type: none"> <li>Children collect data from fieldwork investigations and present their results using tables and graphs</li> <li>Children read information given in tables and graphs (for example, average temperature and rainfall graphs) in order to make interpretations about the world around them</li> </ul> <p><u>Science</u></p> <ul style="list-style-type: none"> <li>Geography knowledge crosses with science knowledge in the understanding of the physical processes at work in the world around us. An example of this within the curriculum is the water cycle.</li> <li>Children use skills developed in science lessons within their geography lessons, when collecting and analysing data, and interpreting information in graphs, charts and tables.</li> </ul> <p><u>PSHE</u></p> <ul style="list-style-type: none"> <li>Geography makes a significant contribution to the teaching of PSHE and citizenship.</li> </ul>

	<ul style="list-style-type: none"> <li>• We endeavour to promote an awareness of current, global issues such as climate change and recycling, enabling children to develop a voice and become actively involved in these issues.</li> <li>• We introduce geography as a diverse field that leads into many different careers and opportunities beyond school.</li> </ul>
<b>Inspirational and relatable role models are referred to and taught.</b>	<ul style="list-style-type: none"> <li>• Environmentalists</li> <li>• Explorers</li> <li>• Natural historians</li> <li>• Local heroes</li> <li>• Palaeontologists</li> <li>• Biologists</li> </ul>
<b>Geography lessons are hands on and active.</b>	<ul style="list-style-type: none"> <li>• All children will have access to maps, digital/computer mapping, aerial photographs, atlases, compasses, rain gauges and other geographical equipment at relevant points throughout their geography lessons</li> <li>• Links are made to use these resources where applicable in lessons</li> <li>• Children participate in fieldwork in order to gain data which answers geographical questions</li> <li>• Fieldwork skills are explicitly taught</li> </ul>
<b>Geography and sustainability topics are taught.</b>	<ul style="list-style-type: none"> <li>• Eco club is available for children to join – Hove Learning Federation is working towards improving environmental awareness in our schools and gaining a green flag status</li> <li>• Our City, Our world – Hove Learning Federation is part of a whole city approach to sustainability, climate change and environmental education in Brighton &amp; Hove.</li> <li>• School assemblies on climate change and global issues are planned across the year.</li> <li>• In KS1 climate change awareness is linked to all foundation subjects.</li> </ul>

## 5. Assessment

### Aims and key principles:

Monitoring children's attainment, understanding and acquisition of skills in our foundation subjects is essential to ensuring we can provide children with the support and challenge they need to access, and flourish within, our curriculum. In geography assessment is carried out using a variety of methods as outlined below and each teacher will be aware of monitoring this over other subjects where geographical thinking can be employed and skills used.

<b>Expectations:</b>	<b>Strategies:</b>
<b>Assessment is linked to planning and is used to inform future provision, teaching and learning</b>	<ul style="list-style-type: none"> <li>• Teachers plan lessons linked to National Curriculum Objectives.</li> <li>• Previous learning is revisited at the start of every lesson as a form of assessment and to support long term memory retention.</li> <li>• Subject leaders monitor planning and assessment across key stages to ensure knowledge and skills are mapped out across year groups.</li> <li>• Knowledge and skills are built on to ensure any gaps are addressed.</li> <li>• Learning objectives and targets for each lesson are shared with the children and assessed at the end of each lesson and unit.</li> </ul>
<b>Formative assessment is continually on going to support our understanding of children's progress</b>	<ul style="list-style-type: none"> <li>• In Early Years, teachers are continuously observing children's independent learning in the learning environment. This includes working inside and outside and is recorded to provide the evidence that informs teacher assessment.</li> <li>• As children progress through Key Stage 1, they will learn to self-assess their work against the objectives for that lesson/unit of work alongside</li> </ul>

	<p>the teacher assessment. This allows children to take ownership of their learning and ensures they understand the lesson objective clearly.</p> <ul style="list-style-type: none"> <li>• In Key Stage 2 children's understanding is monitored through Assessment for Learning, pupil voice and teacher observation, and support is carefully planned in where appropriate to ensure learning is inclusive.</li> </ul>
<b>Assessment is evidenced in books in KS1 and KS2</b>	<ul style="list-style-type: none"> <li>• Each lesson in Key Stage 1 has a bespoke sheet that includes the main activity and challenge opportunity along with three differentiated learning outcomes that the children can self-assess against. The teacher will then also tick these.</li> <li>• In Key Stage 2 children begin each unit with a mindmap to show what they already know and then are returned to at the end of a unit so they can add on what they have learnt. Children are also given the opportunity to showcase the knowledge they have embedded and secured over a series of lessons by creating a 'double page spread'. Double page spreads are a method of assessment that allow children to choose how they present their learning and then have the opportunity to talk through their understanding.</li> </ul>
<b>Assessment and monitoring are ongoing to support future planning</b>	<ul style="list-style-type: none"> <li>• In the Early Years Foundation Stage, the children's knowledge, skills and understanding will be assessed using 'Development Matters,' and the Early Years Learning Goals (predominantly within 'Understanding the World'). These are recorded half termly into Target Tracker and then this information is used towards the end of year feedback given to parents and the final EYFS Profile.</li> <li>• At Key Stage 1, children's progress and attainment is tracked against age-related expectations. In Key Stage 1 Assessment boxes are included in books at the end of each unit and teachers assess children based on learning objectives. The learning objectives for each lesson provide a clear focus for assessment. At the end of each school year, every child will be assessed and recorded on Target Tracker, as: 'working below', 'working towards', 'secure' or 'secure plus'. These levels are communicated to parents in the end of year school report. At the end of Year 1, the assessments will be passed to the Year 2 teacher. At the end of Year 2, the accrued assessments will be used by the teacher to make a judgement about each child's ability in geography across the key stage.</li> <li>• At Key Stage 2, teachers assess children's geographical understanding and the knowledge they have acquired within each unit. The learning objectives for each lesson provide a clear focus for the assessment of geographical skills. Teachers tick the learning objective at the end of each lesson to show the extent to which each child has learnt that skill: one tick indicates they are working towards acquiring that skill, two ticks show they are working at the expected level and are confident with this skill and three ticks indicate they are working above expectations and have shown a greater depth of understanding the skill.</li> </ul>

## 6. Outdoor Learning

### Aims and key principles:

Our outdoor environments and local area are used to support outdoor learning in geography and make connections across the curriculum. Subject leaders and teachers draw upon the children's experiences at the Saplings Outdoor Learning Area in the infants to encourage children to study their environment and locality.

Expectations:	Strategies:
<b>A cohesively planned spiral curriculum that incorporates the use of the school grounds and local area are used for learning about the natural world</b>	<ul style="list-style-type: none"><li>• The outdoor learning curriculum is divided into three distinct areas for Early Years and Key Stage 1: Nature study – study of animals, plants, seasons and weather. Closely linked to the National Curriculum objectives</li><li>• Den building, collaborative games and map making</li><li>• In Key Stage two children investigate the local area during fieldwork lessons. They collect data and then analyse it in order to present their findings in the classroom</li></ul>
<b>Timetabled sessions for all children to work in the school grounds</b>	<ul style="list-style-type: none"><li>• In EYFS and Key Stage 1, all children have at least one session per week in the Saplings outdoor classroom. This is planned, structured time where they learn new knowledge and practise a variety of skills needed to support our wildlife and plants in our local environment and climate</li><li>• In Key Stage 1 and 2 children collect and measure rainfall as well as wind speed on the school grounds and also use the playgrounds to practice and apply mapping skills</li></ul>
<b>A range of local nature walks and school trips, including visits to the beach, enhance children's awareness of their locality</b>	<ul style="list-style-type: none"><li>• Carefully planned field trips that give children the opportunity to practise and refine their geography skills</li><li>• Time to talk to members of the local community about their experiences of living and working in Brighton and Hove</li><li>• An awareness of the physical features of our coastline and time to see these first hand</li><li>• Opportunities to see how local heroes are working to help the environment such as the trip to the Eco Ship and allotments at Stanmer Park in Year 3</li></ul>

## 7. Skills (being a geographer)

### Aims and key principles:

The teaching of geographical skills is carefully mapped across the key stages. The children are gradually introduced to the skills of being a geographer alongside the acquisition of substantive knowledge. As geographical knowledge and vocabulary are developed through our spiral curriculum the children have the opportunity to revisit, embed and build on understanding.

Expectations:	Strategies:
<b>Working geographically skills are embedded in each lesson and unit and carefully mapped out across the school</b>	<ul style="list-style-type: none"><li>• Geographical skills are taught alongside the knowledge acquisition aspect of the lesson</li><li>• Activity sheets in Key Stage 1 include a section for children to assess the working geographically skills they have used in each session and across the year</li><li>• In Key stage 2 learning objectives are based on geographical skills and children are given opportunities to discuss and assess their confidence with the acquisition of these skills</li><li>• Activities are planned to ensure children are able to use working geographically skills to progress their knowledge</li></ul>



	<ul style="list-style-type: none"> <li>• Pictures and quotes of children being geographers are included in books and on the portal</li> </ul>
<b>The skills of being a geographer progress across the Key Stages</b>	<ul style="list-style-type: none"> <li>• Progression in geographical skills is included in the Progression Ladder</li> <li>• Children are aware of the skills they have been using as geographers across the key stages and are encouraged to discuss how they have supported their growing understanding</li> <li>• Evidence in books shows the variety of opportunities for using and applying these skills across both Key Stage 1 and 2 and The Portal.</li> </ul>
<b>Children with SEN or with EAL know the variety of working geographical skills they are using to develop their knowledge and understanding with support</b>	<ul style="list-style-type: none"> <li>• Appropriate support is given to children with SEN and EAL children so they can access the learning and understand the skills they are learning to become geographers</li> <li>• Dual coding (CIP) is used to pre-tier 2 and 3 vocabulary and is included on core knowledge files in Key Stage 2, flips/slides and all activity sheets in Key Stage 1.</li> <li>• Higher level challenge partners are used (talking trios) to ensure children with SEN and or EAL are provided with high quality talk and examples geography skills in practise.</li> <li>• Activities provided ensure children with SEN or EAL can access tasks appropriately and share their skills, knowledge and understanding of the geography skills they are using.</li> <li>• Differentiation and scaffolds are included where appropriate to enable access to learning and ensure children make at least expected progress.</li> <li>• Pictures and quotes are taken from children with SEN and or EAL to ensure evidence is recorded in books and on The Portal.</li> </ul>

## 8. Knowledge and Vocabulary

### Aims and key principles:

Our teaching of geographical knowledge and vocabulary is carefully mapped to ensure it is delivered in a manner which will reduce cognitive overload and maximise children's understanding and retention. Knowledge and vocabulary acquisition builds gradually and in a spiral approach, which deepens understanding and encourages individual reflection and exploration of ideas.

Expectations:	Strategies:
<b>Geographical Vocabulary linked to each unit is included in the Geography Progression Ladder Core Knowledge Files and Curriculum Maps and progresses with the associated knowledge</b>	<ul style="list-style-type: none"> <li>• Children are taught the specific geographical vocabulary as prescribed in the National Curriculum and Development Matters</li> <li>• Tier 2 and 3 geographical Vocabulary is included in all key planning overviews and included in resources used during the topic, to encourage precise reporting of information and observations</li> <li>• Vocabulary is dual coded, to support understanding and recall</li> <li>• Vocabulary is explored in a variety of ways, including etymological observations, encouraging links to be made within and between geography topics and other subjects</li> <li>• Children will become confident in using geographical terms, and will gradually broaden the range of vocabulary used in cross-curricular work</li> <li>• In KS2 full vocabulary lists may be shared with parents and carers at the start of a unit, to encourage wider discussion and greater familiarity</li> </ul>
<b>Vocabulary is included in each session and progression across</b>	<ul style="list-style-type: none"> <li>• Vocabulary is unpicked and explicitly taught each lesson and can be seen on flips/slides</li> <li>• Children are given time in each geography lesson to hear and say key vocabulary and question the understanding of key words.</li> </ul>

<b>sessions and year groups is evident</b>	<ul style="list-style-type: none"> <li>• Key vocabulary is discussed in each session with the teacher during the key targets discussion</li> <li>• Key vocabulary from prior learning is discussed in the connecting learning flip/slide to embed vocabulary in long term memory</li> <li>• Flips / slides show clear progression of vocabulary across the key stages</li> <li>• In Key Stage 2 carefully selected vocabulary for each lesson is included in each sessions knowledge strip (Appendix 8)</li> <li>• In Key Stage 1 vocabulary is included on activity sheets in books and high expectations ensure children use this vocabulary in explaining their knowledge and understanding</li> </ul>
<b>Misconceptions in knowledge and vocabulary are picked up early and addressed within lessons or before the subsequent lesson.</b>	<ul style="list-style-type: none"> <li>• Teachers plan for misconceptions to ensure correct knowledge and vocabulary is taught and understood each lesson.</li> <li>• Adults are confident to pick up on misconceptions in knowledge and vocabulary that the children may have and ensure these are addressed early and clearly.</li> <li>• Higher order questions, challenges and visual prompts are used in lessons to assess and support misconceptions</li> <li>• Grumpy Frog is used on flips in KS1 to pre-empt possible misconceptions and address these to support whole class knowledge and understanding</li> </ul>

## 9. Equal Opportunities, Inclusion and Access

At Hove Learning Federation, we use Quality First Teaching to consistently meet the needs of all pupils. This includes ongoing assessment for learning which guides the path of the lesson, adapting lessons and responding to the needs of the children accordingly.

Challenge activities are included throughout geography lessons across the Hove Learning Federation to indicate to children how they can deepen their knowledge. In Early Years and Key Stage 1, school characters are used (such as 'scuba diver challenge', 'submarine challenge' and 'Professor Prove-It'), while Key Stage 2 use a range of challenges and Exit Tickets.

New topic-specific geographical vocabulary (tier 2 or tier 3) is taught using symbols and images (dual coding) to support children's understanding and are pre-taught to children before a lesson, where necessary. This vocabulary is displayed in classrooms and is revisited throughout a unit, and built on year upon year.

Where appropriate in geography lessons, children are provided with tasks that have been broken down into small steps, giving them achievable goals. Some children may be offered a choice of how to record their work in different ways, such as with a digital camera/ verbally/ with a tape-recorder. At times, tasks are designed so that outcomes can be child-led allowing for a variety of responses and ownership of learning.

Additional materials can be provided to support learning (for example visual aids such as photographs, Makaton symbols, concept boards, dual coding, Communicate in Print resources, adapted scissors or other tools, or larger scale resources specifically for map work). Adult support is allocated to guide learning where needed and we ensure that all children can access fieldwork trips.

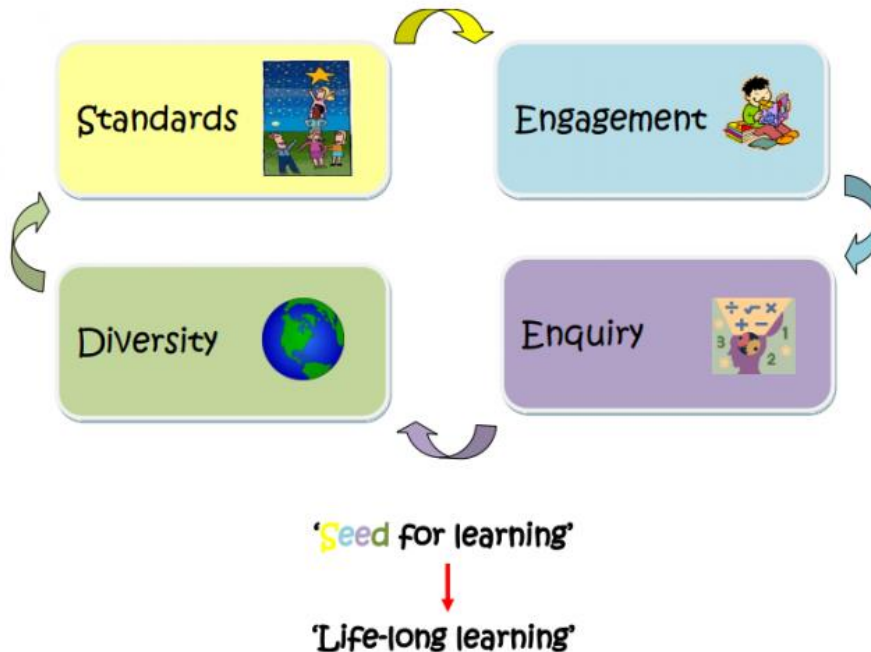
In this way, all children will be enabled to achieve their full potential.

## 10. Appendices

### Appendix 1: Key Stage 1 Curriculum Drivers (SEED)

<https://www.westhoveinfants.co.uk/our-curriculum/curriculum-drivers/>

#### Curriculum Drivers : S.E.E.D.



Appendix 2: Example geography section from Key Stage 1 curriculum map for Year 1 (other Key Stage 1 and Early Years maps can be found using this link <https://www.westhoveinfants.co.uk/our-curriculum/curriculum-map/> )

Geography			
Term	Autumn	Spring	Summer
Topic	Wild and Wonderful	Castles and Caves	The Secret Garden
Learning Expectations	<p>By the end of KS1, children will have learned to:</p> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>name and locate the world's seven continents and five oceans</li> <li>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>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</li> <li>use basic geographical vocabulary to refer to:</li> <li>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> <li>use 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 Geography – key stages 1 and 2 3</li> <li>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</li> <li>use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</li> </ul>		
	<ul style="list-style-type: none"> <li>Locate, name and learn about the countries, capitals and seas of the United Kingdom. (Linked to 'Wonderful and Wild' topic- learning about where our extended family live. <a href="#">div</a>, <a href="#">eng</a>)</li> <li>Using high quality texts (A Walk in London, We completely must go to London), Google maps, Bee- Bots, atlases and physical maps as tools. <a href="#">eng</a>, <a href="#">enq</a></li> </ul>	<ul style="list-style-type: none"> <li>Look at the local area on aerial maps, look for human and physical features. Walk around local area discussing physical and human features. Children supported to use locational language. Discuss likes and dislikes. After this, children create a map of their walk and label the features. <a href="#">eng</a>, <a href="#">enq</a></li> </ul>	<ul style="list-style-type: none"> <li>Use simple compass directions to locate the school. Focused around finding North in the playground. <a href="#">eng</a>, <a href="#">enq</a></li> <li>Draw a plan of the playground, introducing the idea of a key. Link to Secret Garden topic ( Where are the plants and minibeasts located in our playground?) <a href="#">eng</a>, <a href="#">enq</a></li> <li>Comparison of our Hove location to the rural location of Woods Mill. <a href="#">div</a>, <a href="#">eng</a>, <a href="#">enq</a></li> </ul>
Range of Opportunities			

	<ul style="list-style-type: none"> <li>Children work collaboratively to create posters including landmarks, flags, emblems, costumes, anthems, language etc. <a href="#">div,eng, S</a></li> </ul>	<ul style="list-style-type: none"> <li>Recap UK countries and landmarks as well as directional language using Bee-Bots – linked to the Computing unit (coding) <a href="#">eng</a></li> <li>Homework project based on mapping each child's walk to school. <a href="#">eng, eng</a></li> <li>Study the characteristics Hove in readiness for comparisons in Y2.<a href="#">div, eng, eng</a></li> </ul>	<ul style="list-style-type: none"> <li>Links to History learning about Mary Anning, fossils and geology. <a href="#">eng, S</a></li> </ul>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>Know the names of the four countries of the United Kingdom, their capital cities and surrounding seas.</li> <li>Know where these countries and seas are located on a map of the UK.</li> <li>Know and name some of the human and physical features and characteristics of the four countries.</li> </ul>	<ul style="list-style-type: none"> <li>Know and understand the difference between physical and human features of a place.</li> <li>Know that places differ in their human and physical features. Name some features both familiar and unfamiliar.</li> <li>Know and name key human and physical features of their local area (Hove).</li> <li>Know the names of key roads nearby.</li> <li>Know what an aerial photo and a street map are, and when they might be used.</li> <li>Know how features are represented on a map with simple shapes and symbols.</li> <li>Know that a key can help you to identify features on a map.</li> <li>Know that they can represent roads and features through drawing a simple route map.</li> <li>Know the vocabulary to give and follow directions.</li> <li>Know that we live in a city.</li> <li>Begin to know why we have particular features in Brighton and Hove which are characteristic of our city.</li> </ul>	<ul style="list-style-type: none"> <li>Know and name the human and physical features of our school grounds.</li> <li>Know how the school and its grounds are represented on an aerial photo and a street map.</li> <li>Know the purpose of a key on a map.</li> <li>Know how to create a simple key on a map/plan of the school grounds.</li> <li>Represent features of the school grounds on a map/plan.</li> <li>Know what a compass is and why it might be used.</li> <li>Know where North is in relation to the school grounds.</li> <li>Know and use the vocabulary 'left' and 'right.'</li> </ul> <p>Know that we can compare places by their physical and human features (cross-curricular approach, trip to Woods Mill nature reserve (science) and Lyme Regis history)</p>
<b>Skills</b>	<ul style="list-style-type: none"> <li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> </ul>	<ul style="list-style-type: none"> <li>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human</li> </ul>	<ul style="list-style-type: none"> <li>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</li> </ul>

		<p>and physical features of its surrounding environment.</p> <ul style="list-style-type: none"> <li>Use 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.</li> <li>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</li> <li>Use basic geographical vocabulary to refer to and describe key physical and human features of locations. (See below)</li> </ul>	<ul style="list-style-type: none"> <li>Use 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.</li> <li>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</li> </ul>
<b>Key Locations</b>	<ul style="list-style-type: none"> <li>United Kingdom</li> <li>England, London, Scotland, Edinburgh, Wales, Cardiff, Northern Ireland, Belfast</li> </ul>	<ul style="list-style-type: none"> <li>Hove, Brighton and Hove</li> <li>Rye</li> </ul>	<ul style="list-style-type: none"> <li>Our school grounds</li> <li>Woods Mill nature reserve</li> </ul>
<b>Environmental Links</b>	<ul style="list-style-type: none"> <li>Which modes of transport do you use to travel around the UK? What about from Hove to Brighton? Is it environmentally friendly and sustainable?</li> </ul>	<ul style="list-style-type: none"> <li>Share your likes/dislikes about our local area. How does it compare with other places you have visited?</li> <li>What evidence of environmentally friendly measures can be seen in our local area? (recycling bins, litter bins, signs for low-emission zones, electric buses, planters and green areas, cycling lanes) How could we improve our environment further?</li> <li>What is the role of the wind farm that we can see off the shore?</li> </ul>	<ul style="list-style-type: none"> <li>Identify area and features of our school grounds which have a positive impact on the environment. Explain why?</li> <li>What is the role of our Eco Club and its members? What more can we do to in school to support the environment, encourage sustainability and offset climate change.</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>Map, atlas, globe, land, sea, island, country, capital city,</li> <li>United Kingdom, island, England, London, Scotland, Edinburgh, Wales, Cardiff,</li> </ul>	<ul style="list-style-type: none"> <li>Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</li> </ul>	<ul style="list-style-type: none"> <li>Map, plan, key, location,</li> <li>Next to, far from, behind, near, under, left, right, forwards, backwards, distance, how far, north south, east, west.</li> </ul>
	<p>Northern Ireland, Belfast, North Sea, English Channel, Irish Sea</p>	<ul style="list-style-type: none"> <li>Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop (bakers, supermarket etc), school, church, synagogue, mosque, bank</li> </ul>	

Appendix 3: Example of Year 1 Termly overview (other Key Stage 1 and Early Years Termly overviews can be found using this link <https://www.westhoveinfants.co.uk/our-curriculum/schemes-of-work/>)

Wonderful and Wild		TERM: Autumn		Suggested role play areas: Home, Doctors Surgery, Healthy Cafe	
By the end of this topic, children will have learned to:					
English	Spoken Language	• See breakdown below			
	Phonics				
	Spelling and Grammar				
	Transcription				
	Composition				
	Handwriting				
Mathematics	<ul style="list-style-type: none"><li>locate resources</li><li>presentation of books</li><li>place value</li><li>counting forwards and backwards</li><li>finding one more and one less</li><li>begin to understand part-part-whole model</li><li>write numbers to 20</li><li>sort object into different categories</li></ul>			<ul style="list-style-type: none"><li>place value to 10/ 20</li><li>to know and write numbers to 20</li><li>understand fact families</li><li>to know number bonds to 10</li><li>addition and subtraction within 10</li><li>shape</li><li>to say tens and ones</li></ul>	
Geography	<ul style="list-style-type: none"><li>understand locations</li><li>understand places</li><li>understand physical and human geography</li><li>develop physical and human geography</li><li>develop geography skills and fieldwork</li></ul>			Art + DT	<b>Art</b> Observational drawings of fruit: <ul style="list-style-type: none"><li>use a combination of materials that are cut, torn and glued</li><li>sort and arrange materials</li><li>mix materials to create texture (brushes, oil pastels, watercolour, and fine line drawing in sketchbooks)</li><li>artist inspirations: Cezanne, Picasso, Van Gogh</li></ul> <b>Sculpture</b> (Candle pot): <ul style="list-style-type: none"><li>use techniques such as rolling, cutting, moulding and carving</li><li>look at the work of sculptors/ceramicists: Peter Hayes, Emily Myers, Hilary Simms</li></ul> <b>DT</b> <ul style="list-style-type: none"><li>use the basic principles of a healthy and varied diet to prepare dishes</li><li>understand where food comes from</li></ul>
Science	<ul style="list-style-type: none"><li>identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li><li>identify and name a variety of common animals that are carnivores, herbivores and omnivores</li><li>describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</li><li>identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</li><li>ask simple questions and recognise that they can be answered in different ways</li><li>observe closely, using simple equipment</li><li>identify and classify</li><li>use their observations and ideas to suggest answers to questions</li><li>gather and record data to help in answering questions</li></ul>				
Computing	<ul style="list-style-type: none"><li>How can I stay safe online?</li><li>log on and how to use mouse</li><li>find and use the keys on the keyboard.</li><li>understand that certain keys have a purpose.</li><li>use both hands when typing on the keyboard.</li><li>launch a designated application – active inspire.</li><li>practise minimising and restoring a window, changing the size of a window and moving it around the screen.</li><li>open a named folder</li></ul>				



## EYFS

## Great Adevntures!

### Core Knowledge

- To understand that there are different countries around the world
- To know differences between country such as name, size and weather
- To know, discuss and begin to describe key features of countries
- To recognise and value what makes them unique
- To be able to negotiate disagreements with friends
- To be able to communicate in written sentences using adjectives and conjunctions
- To be able to count, order, and manipulate (for example, adding and taking away) numbers to ten
- To learn double facts such as 2+2
- To explore numbers that are odd and even, finding patterns within these
- To learn a variety of ways to create texture in art through mediums such as clay, paint and fabric
- To learn different core game skills such as balancing, rolling, throwing and catching

**WEST HOVE  
INFANT SCHOOL**  
A family of friends

### Key Vocabulary

- **City:** A place where lots of people and buildings are. A city is bigger than a town and usually has a cathedral (Brighton does not, but The Queen says we can still be a city as we are special!)
- **Country:** An area of land with its own name, people and flag
- **Land:** The part of our planet that is not covered by water. It is usually covered in grass, sand, rock or manmade material
- **Sea:** The salty water that covers all of our planet that is not land
- **Map:** A picture of a place with lots of details such as land, sea and special buildings

### Key Locations

- **Brighton** – what are some key features of our home city? What are your favourite places to visit in Brighton?
- **London** – our capital city! Have you ever been to London? What interesting buildings are there?
- **Where in the world** do you have links to? Perhaps family or friends live in different cities, or different countries. Sharing photos and videos is a great way to learn about this!

### Travelling through time!



The first boats we know about are 6000 years old! They were made from flat leaves and stems

Airplanes weren't used for holidays until around 60 years ago! Ask older people in your family how they went on holiday before this!



When your grown-ups were little, they did not have maps on their phones! Maps were books that you had to carry in your car or in your bag!

### Fascinating Facts!



The Vatican City is the smallest country in the world with only 1,000 people living in it!

The largest country in the world is Russia. Can you find it on the map?



There are 19 languages spoken in our school! Which languages, or languages can you speak?

I am learning to name the seven continents and the five oceans.

Date: WB

Nouns- continents	Nouns- oceans
Antarctica	Indian ocean /
Europe	Pacific ocean /
Asia	Atlantic ocean /
North America	Southern ocean /
South America	Arctic ocean
Australia	
Africa	

Hand-drawn world map with continents and oceans labeled. Continents are colored: North America (orange), South America (pink), Africa (yellow), Europe (green), Asia (blue), Australia (brown), and Antarctica (white). Oceans are labeled: Pacific, Atlantic, Indian, Arctic, and Southern Ocean. The map is surrounded by a decorative border of colorful triangles.

**Success Criteria:**

I can name the seven continents and five oceans.	✓	✓
I can use maps and atlases to locate them.	✓	✓
I can talk about the location of continents and seas in relation to each other.	✓	✓

1) Which ocean is found between Europe and North America?

Atlantic Ocean

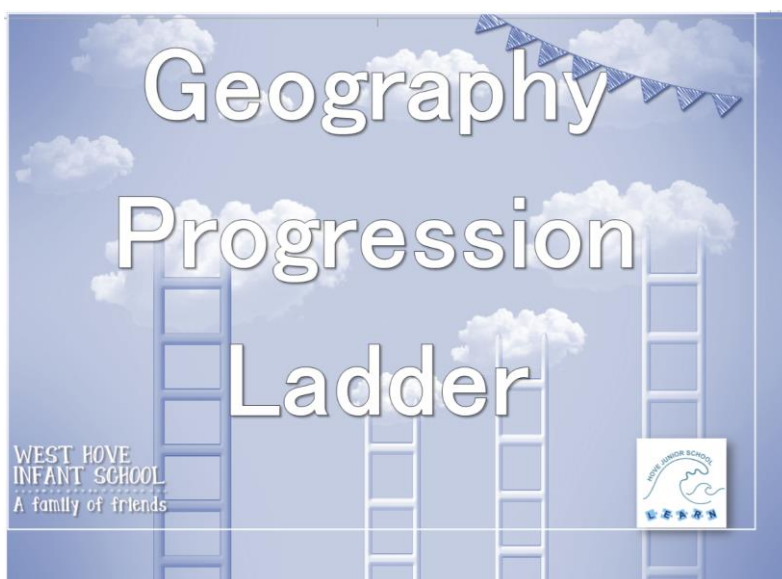
2) Which continents are closest to Europe?

Asia & Africa



**Appendix 6:** Link to Hove Learning Federation Geography Progression Ladder (please follow the link for the complete ladder)

<https://www.hovejuniorschool.co.uk/attachments/download.asp?file=6437&type=pdf>



		Year R (People, Cultures & Communities) ELG (The Natural World) ELG		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
		Nursery	Reception							
Geographical Skills & Fieldwork	<b>By the end of Reception:</b>  <b>People, Cultures and Communities</b> <ul style="list-style-type: none"><li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li><li>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</li></ul> <b>The Natural World</b> <ul style="list-style-type: none"><li>Explore the natural world around them, making observations and drawing pictures of animals and plants.</li><li>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li></ul>			<b>By the end of Year 2:</b> <ul style="list-style-type: none"><li>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li><li>Use simple compass directions (North, South, East, 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</li><li>Use aerial photographs and plan perspectives to recognize landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</li><li>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</li></ul>			<b>By the end of Key Stage 2, children will be taught to:</b> <ul style="list-style-type: none"><li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li><li>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li><li>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</li></ul>			
	<i>Use all their senses in hands-on exploration of natural materials.</i>  Talk about what they see, using a wide vocabulary (both with resources in the school learning environment and during outdoor trips to the park, to post a letter).  Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.  <i>Make connections between the features of their family and other families.</i>  <i>Know that bears that live in different places all over the world, and in different habitats.</i>	Explore the natural world around them  <i>Describe what they see, hear and feel whilst outside</i>	Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment (streets directly surrounding the school sites).  <i>Begin to connect the location of Brighton and Hove as a coastal town, with its physical features as a tourist destination and <u>harbour</u> area. Begin to compare this with other places (for example, London and <u>Jacarcaw</u> in Brazil.)</i>	Create a map using symbols to represent different features.	Use digital technology such as Google Earth to create a map of Britain to show some of the major Roman settlements	Create maps of locations and identify patterns such as land use, climate zones, population densities and height of land.	Create maps of locations displaying patterns, such as land use, economic activity including trade links, and the distribution of natural resources including energy, food minerals and water supplies.			
		Draw information from a simple map  <i>Use a globe and world map to locate countries of significance to members of the class</i>	Use world maps, atlases and globes to identify the United Kingdom and its countries	Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage (UK and Brazil).	Use the right geographical words to describe features and locations.	Use atlases, maps, globes and digital/computer mapping to locate countries and describe features.	Collect and <u>analyse</u> statistics in order to draw clear conclusions about locations.	Collect and <u>analyse</u> statistics in order to draw clear conclusions about locations		
		Draw information from a simple map  <i>To know where I live and that my address is unique.</i>	Use aerial photographs and plan perspectives to <u>recognise</u> landmarks and basic human and physical features; devise a simple map;	Use aerial photographs and plan perspectives to <u>recognise</u> landmarks and basic human and physical features; devise a map; and use and	Draw maps, sketches and plans of local places.	Use an atlas and locate places/points on a map	Gather information to give detailed descriptions and opinions of the characteristic features of a location.	Analyse and compare different topological images, such as maps and aerial images		



# North America

Year 6



## Core Knowledge

- North America is a continent consisting of 23 countries, with the largest being Canada, followed by the United States, Greenland and Mexico.
- North America is the third largest continent behind Asia and Africa and is almost entirely in the Northern Hemisphere.
- It is a very geographically diverse continent as it extends over 8,000km to within 800m of both the North Pole and the Equator.
- The continent of North America covers an area of 24,230,000 square km.
- North America is bound by the Arctic Ocean to the North, the North Atlantic Ocean on the East, the Caribbean Sea on the South and the North Pacific Ocean on the West.
- There were many Native American and South American tribes living in America before Christopher Columbus arrived in August 1492 and the Europeans began to colonise.
- North America is a very socially and culturally diverse continent, with the USA having the highest population and levels of immigration.
- The main Languages spoken in North America are English, French and Spanish.



The Grand Canyon is one of the 8 wonders of the world and is 446 km long, up to 29 km wide and 1,857 meters deep.

## Countries of North America

Antigua and Barbuda, Bahamas, Barbados, Belize, Canada, Costa Rica, Cuba, Dominica, Dominican Republic, El Salvador, Grenada, Guatemala, Haiti, Honduras, Jamaica, Mexico, Nicaragua, Panama, Saint Kitts and Nevis, Saint Lucia, Saint Vincent and the Grenadines, Trinidad and Tobago, United States of America (USA)



### The United States of America (USA)



### Core Knowledge

- There are 50 states in the USA. Each state is represented by a white star on the American flag.
- The Capital of the United States of America is Washington DC. Which is a federal district (not a state).
- The USA has a population of around 324, 057, 300. The country has an area of 9, 826, 630 square km.
- The lowest point in America is Death Valley at 86m below sea level.
- The country is divided into six regions: New England, the mid-Atlantic, the South, the Midwest, the Southwest and the West.
- New York City was the first capital city of the USA in 1789.
- The climate in New York is varied. They experience warm, humid summers and cold winters, often with snow. The average temperature in July is 29° (compared to Brighton which is 20°). In January the average temperature is -1° (compared to Brighton which is 5°)
- The population of California is approximately 39.5 million people. California is the third largest state (by land mass) after Alaska and Texas.
- Arizona is the sixth largest state physically and is perhaps best known for its weather and geography. Southern Arizona features a hot desert climate, while northern Arizona is full of forests, mountain ranges and canyons.
- Hawaii became the 50th state on 21st August 1959. It is the only state to be made up entirely of islands. It is situated below the Tropic of Cancer and has a mild tropical climate.

### Key Vocabulary

**immigration**—the action of moving to another country to live there permanently

**socially diverse**- individuals of different race, ethnicity, religious beliefs, socioeconomic status, language, geographical origin, gender and sexual orientation live together

**culturally diverse**— individuals with different ideas, customs, and social behaviour exist together



## Inspirational Americans Throughout History

**Toni Morrison** (1931—2019) was from Ohio and she grew up among storytellers. Her parents and grandparents shared folktales and ghost stories and sang songs every evening, which is a long tradition in African American culture. She began by writing about her own community and experiences. When she was thirty-nine, she published her first novel, *The Bluest Eye*. She then went on to write ten more novels. Her fifth novel, *Beloved*, earned her the highest literary award in America—the Pulitzer Prize for Fiction. In 1993, she received the Nobel Prize in Literature.



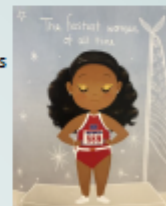
**Dr Mae Jemison** (born in 1956) is an American engineer, physician and astronaut. She grew up in Alabama and studied chemical engineering and African American studies at University. When she learned about Dr Martin Luther King Jr, she saw his work as a call to action to help people, so after graduating she decided to become a doctor. She had always dreamed of being an astronaut, but didn't think she could. However, when she saw the actor Nichelle Nichols, another African American woman, star in the TV show *Star Trek*, it inspired her to apply to NASA. Dr Mae Jemison was the first African American woman astronaut.



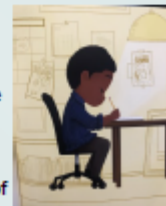
**Prince** (1958—2016) was a world-famous musician. His full name was Prince Rogers Nelson and he grew up in Minneapolis. He began in music by playing the piano and he was just seven years old when he wrote his first song! He suffered from epilepsy and was teased at school for being so small. He was shy and insecure, but he found that when he was playing music, he felt a lot more confident. When he was a teenager, he started his first band—*Grand Central*. His music was a mixture of funk, disco, rock, rhythm and blues, and gospel. In 1979, he started a new band called *The Revolution*. Prince and The Revolution made some of the best-selling albums ever.



**Florence Joyner** (1959—1998) was a sprinter from California. In 1984, she participated in her first Olympics and won a silver medal. In the 1988 Olympics, she won one silver and two gold medals, and set a new world record that she still holds to this day. She also often designed her own sports kit as she loved fashion, and she later developed her own clothing brand. In addition to this, she wrote children's books and established a youth foundation.



**Dwayne McDuffie** (1962—2011) was a comic-book author and publisher. When he was growing up in Michigan, he loved science and dreamed of becoming an astronaut. However, one day when he was in high school he made a short, silly film about Batman. Because everyone loved it, he began thinking that he could create stories for a living. After graduating from the University of Michigan, he started working at Marvel Comics, writing for characters such as Spiderman, Captain Marvel and She-Hulk. Eventually, in 1993, he created his own company called *Milestone Media*, which ensured that their comics had a range of characters representing different cultures.





## Appendix 8: Examples of Year 5 and 6 geography lesson knowledge strips


How have Brighton and St Ives changed in size, population and land use over time?	
land use	
urbanisation	
Brighton has grown in size and population much more rapidly than St Ives.	
This is partly because it is closer to London so has good transport options.	
The transport options from London to St Ives are much slower, so St Ives has grown much slower.	
The <b>land use</b> around Brighton has changed as the city has expanded. <b>Urbanisation</b> has happened in many of the areas which used to be rural. Houses, schools and shops have been built on areas which used to be farmland.	

Position of USA	
Equator	
latitude	
longitude	
hemisphere	
climate	
The distance around the Equator is about 24,900 miles.	
The region of Earth's surface that is closest to the <b>Equator</b> is called the tropics. Two imaginary lines that circle the globe mark the boundaries of the tropics. The tropics are the only part of Earth where the Sun shines straight down therefore the tropics are generally warmer than other parts of Earth.	
Which hemisphere is the USA in?	

United States of America	
states	
city	
area	
population	
The USA has 50 states which is why there are 50 stars on the American flag.	
Each state has its own state flag:	
<p>U.S. STATES FLAGS</p>	
Alaska was the 49 <sup>th</sup> state to join the USA but it is attached to the west coast of Canada.	
The three more populated states:	
<ol style="list-style-type: none"> <li>1. California</li> <li>2. Texas</li> <li>3. Florida</li> </ol>	
The three biggest states by area:	
<ol style="list-style-type: none"> <li>1. Alaska</li> <li>2. Texas</li> <li>3. California</li> </ol>	


Thursday 20<sup>th</sup> October 2022

IALT: understand the physical and human geography of California




- California is the 31<sup>st</sup> state
- 39 million (population)
- Most populated state (12% of America)
- Named 'The Golden State' because of the discovery of gold in 1848


Physical geography



Capital City




Mount Whitney is the highest point in the USA (14,494 ft above sea level)



Death Valley is the lowest point in the USA (-282 ft below sea level)


Human Geography



The Hollywood sign was constructed in 1923 so it is nearly 100 years old

THE LETTERS ARE 13.7m TALL AND THE WORDS IS 106.7m LONG.

IT IS LOCATED ON MOUNT LEE IN LOS ANGELES.



The original sign said 'HOLLYWOODLAND' as it was made by an estate agent to advertise a new neighbourhood it has built. An English artist called Thomas Fisk Goff created it after he came to California to be supposed to be 18 months advertisement.

California	
states	
physical geography	
human geography	
Pacific Ocean	
sea level	
<ul style="list-style-type: none"> <li>California is the 31<sup>st</sup> state</li> <li>California's capital city is Sacramento</li> <li>Population of California is approx 39 million</li> </ul>	
Physical geography are nature features	
Human geography are man-made features	
What is the lowest point in the USA?	
How tall are the letters on the Hollywood sign?	


+2 Remember two things - show what you know

I learnt that Death Valley is the lowest point in the USA.

I learnt that California is the 31<sup>st</sup> state.


Tuesday 11<sup>th</sup> October 2022

IALT: understand the physical and human geography of New York




- New York is the 11<sup>th</sup> State (one of the first thirteen original colonies)
- 800 languages
- New York's nickname is 'The Big Apple'

Physical geography of New York



New York is split into 5 boroughs.

Hudson River (is 350 miles long). It flows into The Atlantic Ocean.




Human Geography of New York

New York	
states	
physical geography	
human geography	
Atlantic Ocean	
<ul style="list-style-type: none"> <li>New York is one of the thirteen original colonies</li> <li>It is made up of five boroughs</li> <li>Population of New York is approximately 20 million</li> </ul>	
Physical geography are nature features e.g. rivers, mountains, seas, forests	
Hudson River, New York	
Human geography are man-made features e.g. buildings, roads, bridges, statues	
Why does Statue of Liberty's tablet have July IV MDCCLXXVI on it?	
What is the connection between the Statue of Liberty and the Eiffel Tower?	

Human Geography of New York

## The Statue of Liberty



Official name: Liberty Enlightening the World  
 Height: 46 metres High  
 Home: Liberty Island (New York)  
 Holding: A Tablet of Law and a Torch  
 colour: Green. Official/Original Copper


**FUN FACT:**

- The Statue of Liberty was originally coloured coppery bronze but turned green due to chemicals in the air

The Statue of Liberty is struck by lightning approximately 600 times a year!!!

The Statue turned fully green by 1906.

Her nickname is Lady Liberty.









# The AMAZON RAINFOREST...

## What is a rainforest?

A rainforest is the lungs of the world. It produces more oxygen than anywhere else. There is many plant and animal life that live on different layers - the floor, the understory, the canopy and the emergent layer. There is many undiscovered animals that come from fish, to monkeys, to insects to even more. Delves deep to read about how people live and the lives of other animals.

## Where are rainforests?

Near the equator, where tropical rainforests are found, the weather is hotter, wetter and sunnier than anywhere else across the globe. The Amazon climate has virtually changed for over 10 million years. This is a perfect place for plants to grow, like an endless green house stretching for thousands of miles, all the way around the center of the earth.

## The animals.

**Sloths** - Sloths are arboreal animals, well known for their slowness. They are very lazy creatures because of the food they eat and they spend most of their lives hanging upside down from branches. There are many species of sloth, from two-toed sloths to three-toed sloths and so much more!

Gorillas - Mountain gorillas are the largest living primates on earth! Along with chimpanzees, orangutans and bonobos, they are the closest living relative to humans, with mountain gorillas having the most developed brains of the four. They live primarily on the lush mountain sides in Rwanda, Uganda and the Democratic Republic of Congo in Central Africa.

Tropical rainforests have a humidity of nearly 77-88% year-round. The average temperature can hold an average of 21°C to 32°C and is being affected by global warming. The rainforest has no dry season, ranging from over 80-120 inches of rain. This place carries most of the world's water in a form of rain.



## GLOBAL WARMING

Since humanity is burning fossil fuels at an alarming rate, we are leaving a carbon foot print. This consists of: petrol, fossil fuels, fumes, nuclear waste and driving. We need to stop doing this as by: walking and saving electricity. We need everyone to try and help the environment and make a nice world for future generations to come.

an easy carbon to stop  
save global warming.



# HELP!!

# Desert

## What is a biome?

A biome is an ecosystem with different plants, different climates and different animals in each biome. Deserts are created by low level of rainfall, it receives each year, they get about one inch a year.

## What is a desert?

Due to the hot weather, deserts have very high evaporation. The average daytime temperature is 100°F, average night temperature is 25°F. Deserts are sandy hills and flat areas of sand, not many plants live in the desert. If there are plants that feed on water they will most likely die due to rainfall.

## Where are deserts?

Deserts cover 20% of the earth, they are usually found on the edges of continents. Some well-known deserts are: The Sahara Desert and the Arabian desert.

## Climate in the desert.

Most of the desert climate is Arid, the day is much hotter than night.

## Threats in deserts.

Only some of the threats in deserts is global warming. Thinking about how hot the desert is already, global warming will increase drought. Also wild fires because of the heat the dead plants will catch on fire. Sandstorms are also prone in deserts, high winds causes sandstorms. Also because of low levels of rainfall.



## plants dehydrate.

## Fauna in deserts.

There are lots of fauna in the desert, but only one of the animals is the fennec fox. Fennec foxes are found in the Arabian desert, they also have unusually large ears they use to shade their bodies. The fennec foxes name comes from the Berber Arabic word which means fox. The fennec fox is a carnivore, it also survives without water.

## Flora in the deserts.

The flora in the desert is mostly made up of spiky cacti and dead plants. There are thousands of species of cacti, and some cacti has flowers on the them. Apart from cacti and trees that can live in deserts, there is just decaying bushes.

