Geography at St Mary's

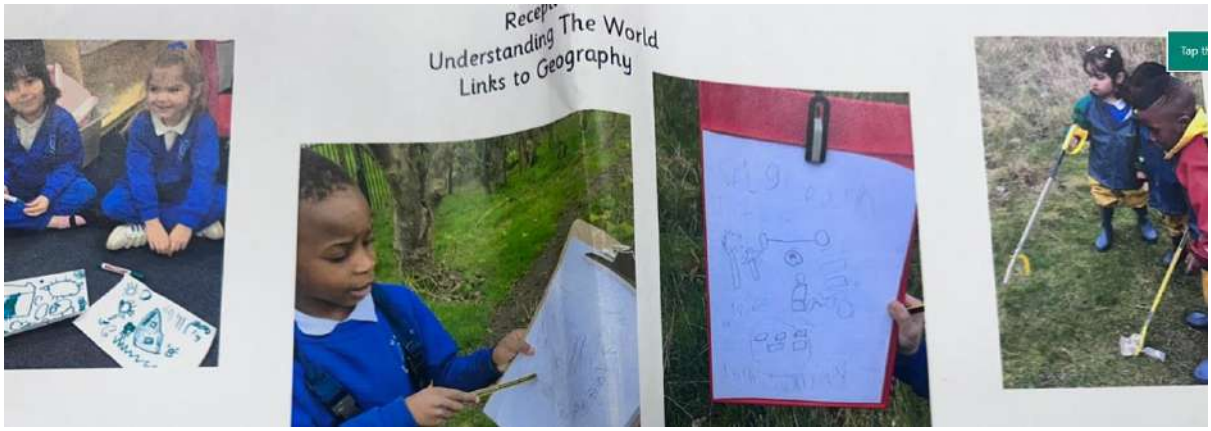
Growing, Loving and Learning in the arms of Mary

At St Mary's, the curriculum is designed to promote curiosity and fascination of the evolving world. We aim to ensure that children have the opportunities to provoke geographical important questions and provide them with a rich curriculum which enables them to answers these questions.

At our school, children are encouraged to develop a greater understanding of the world and the environment around them. The curriculum, provides children with a rich knowledge about places and the human and physical environments around them. We believe, geography should develop children with the essential characteristics to help them think like geographers, in an ever changing world. For example: map drawing, geographical writing, analysing numerical data and taking part in geographical discussions and debates. We aim to ensure our children know the importance of their environment and the individual impact they can have on it as this begins with the vital early years curriculum.

Barack Obama stated: "The study of geography is more than just memorizing places on a map. It's about the complexity of our world."

Geography in Early Years



In early years, the curriculum ensures our children have a hands on experience in the outdoor environment. Children use senses to explore natural materials. In addition to the exploration of natural materials, they begin to understand the need to respect and care for the natural environment and all living things. Through our curriculum, children know that there are different countries in the world and talk about the differences they have experienced or seen.

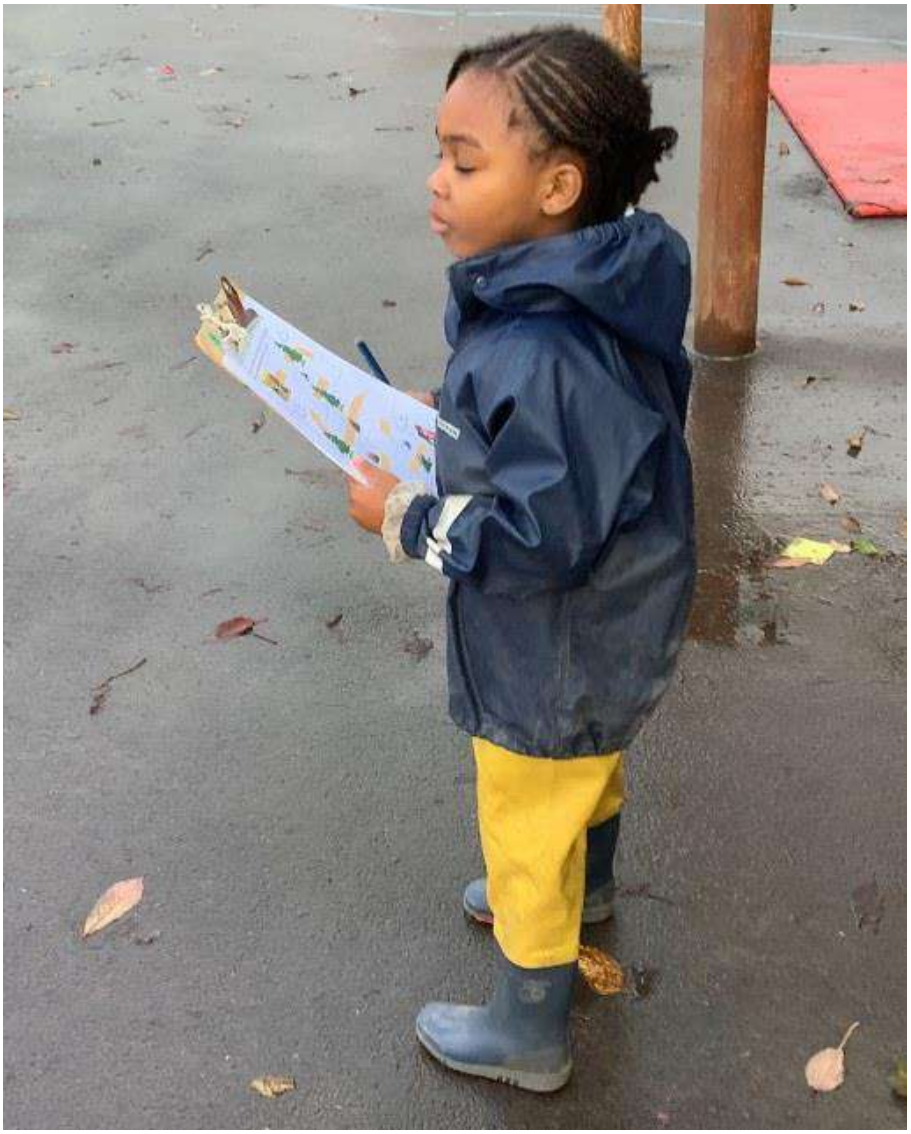
1 - Early years exploring the effects of all seasonal weather.

2 - Early years exploring habitats.

3 - Gently holding worms and talking about where they live and what they need to survive.

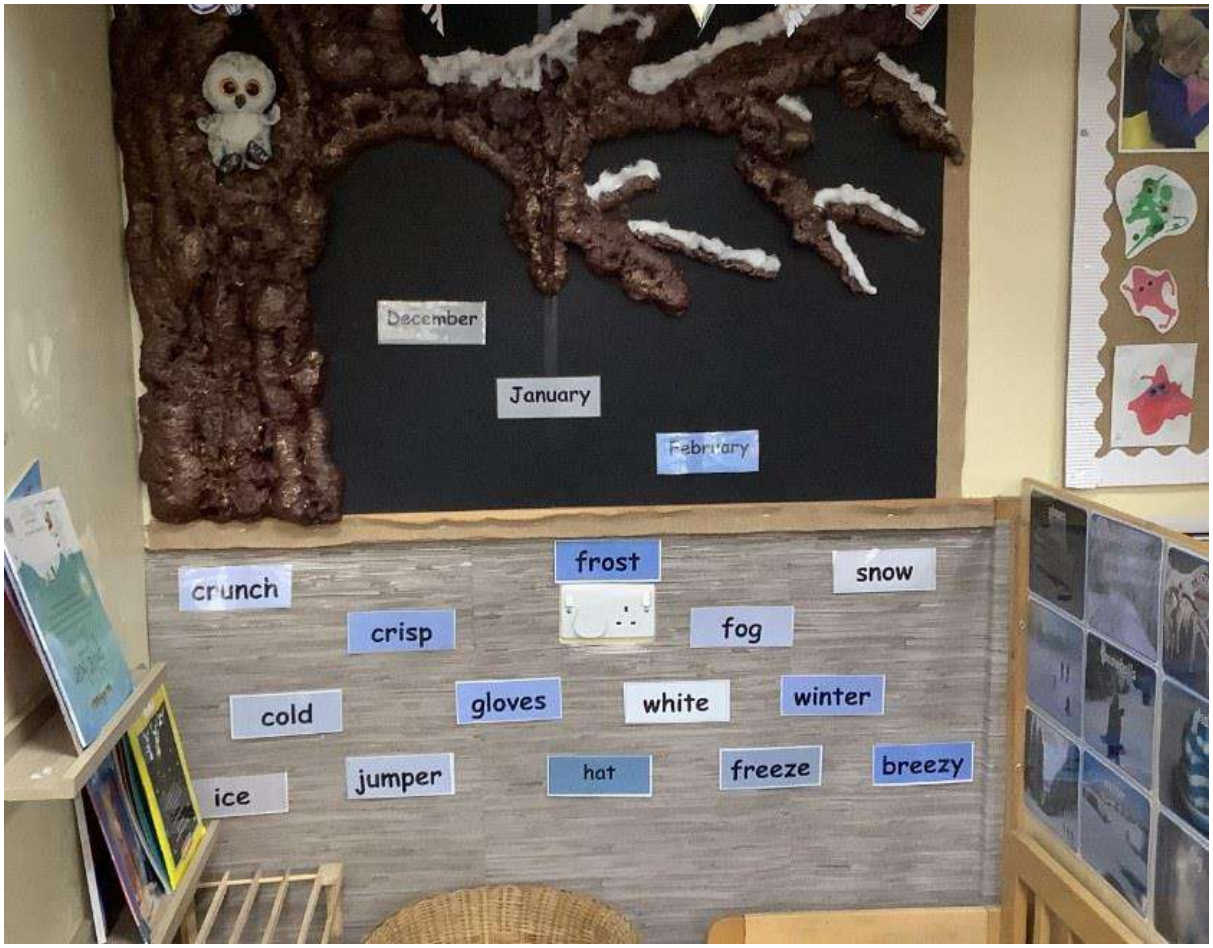
4 - Looking at seasonal changes and drawing artwork of observations.

5 - Students learn and understand the interplay of humans and the environment, and the effects of humans on the environment.



6 - Using a map to locate Little Red Riding Hood.

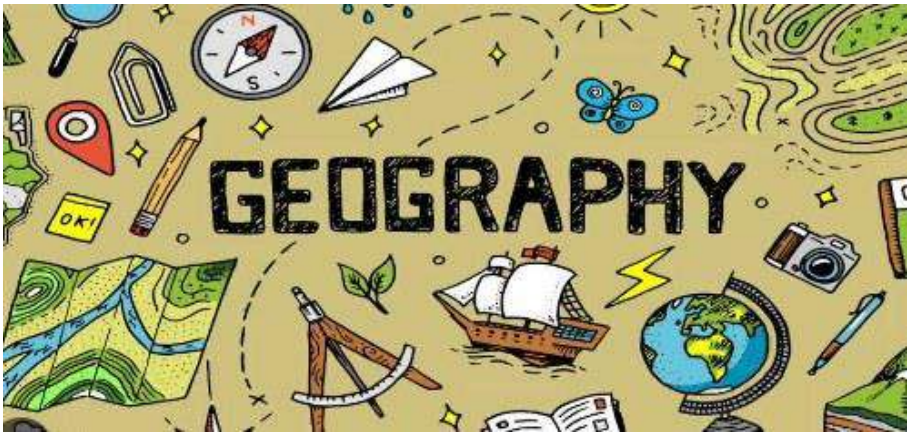
7 - Map skills and fieldwork.



8 - Display on seasonal changes.

9 - Seasonal changes.

Key Stage 1 - Locational Knowledge

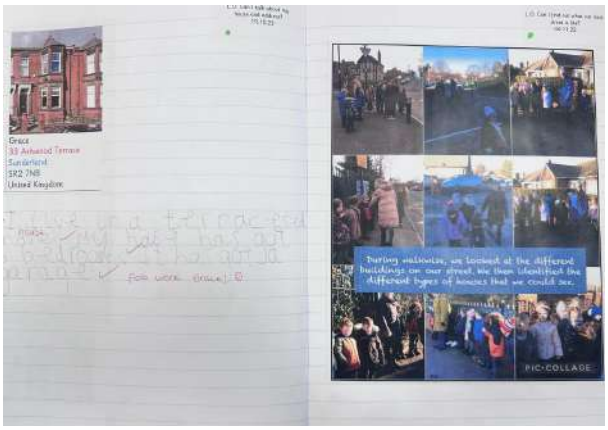


Within the curriculum units, we use a range of maps, globes and digital maps to locate key cities and countries. As a school, we have identified the key knowledge and skills of each blocked topic and these are mapped across the school, ensuring that knowledge builds progressively and that children develop skills systematically. The key stage one topics, are distinctive to our school. For example in year one, a study of our grounds and map routes to Barnes Park.

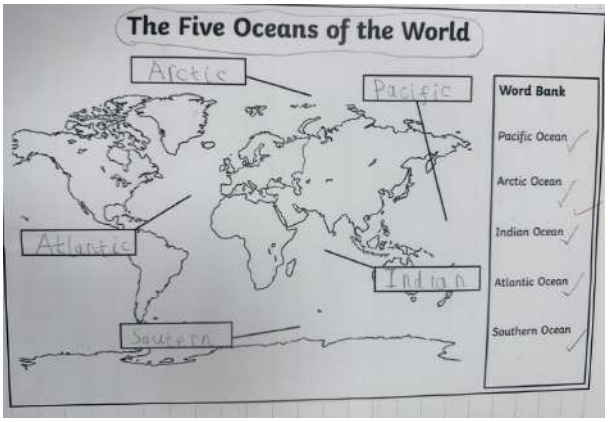
Key stage one topics include:

- *Year 1 - local Study of Saint Mary's grounds and the area and weather and seasons.*
- *Year 2 - local study of Sunderland, the United Kingdom London and Zambia.*

Here are some examples of work:



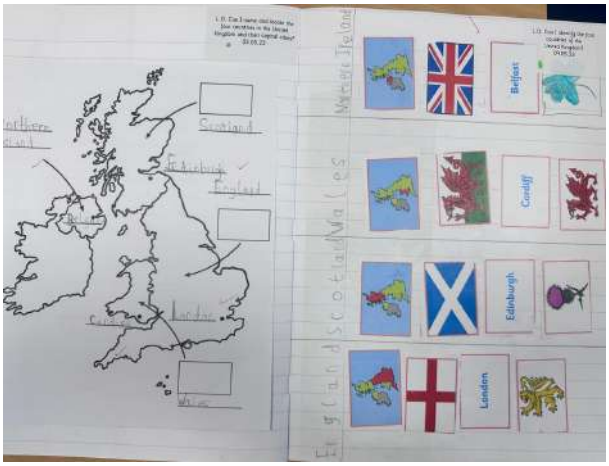
10 - Year



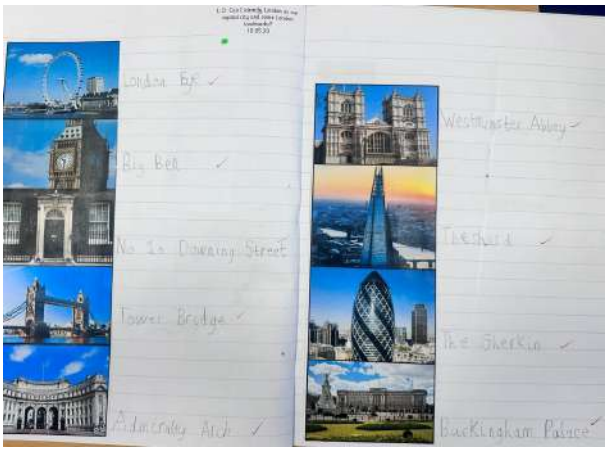
11 - Year

12 - Year 1

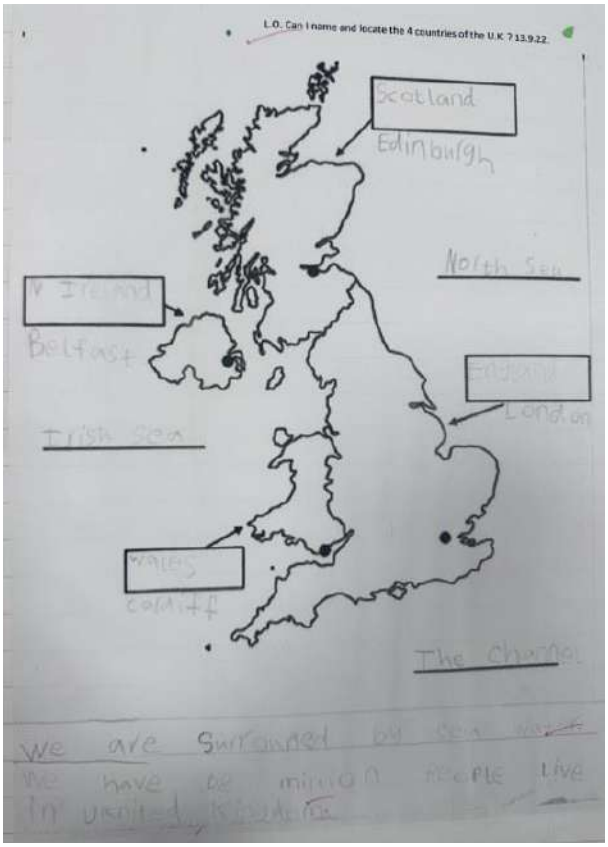
13 - Year



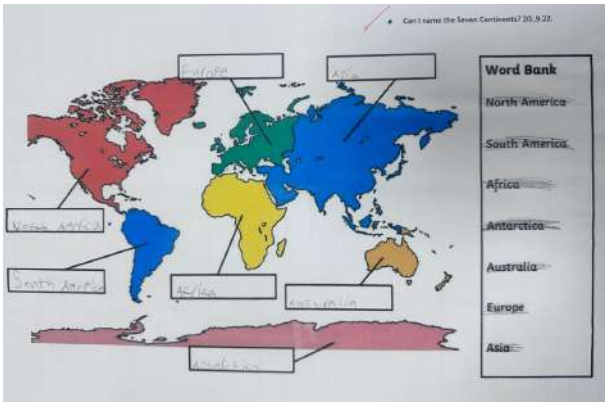
14 - Year



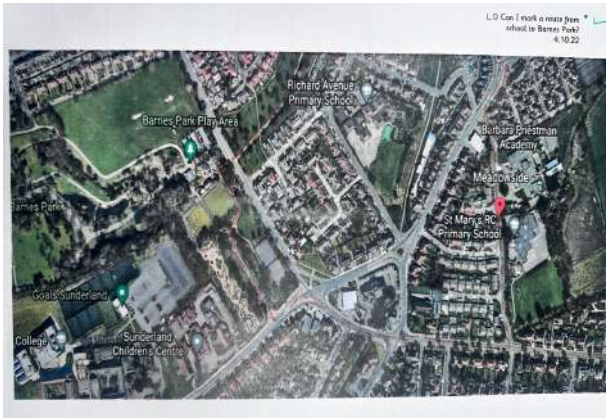
15 - Year



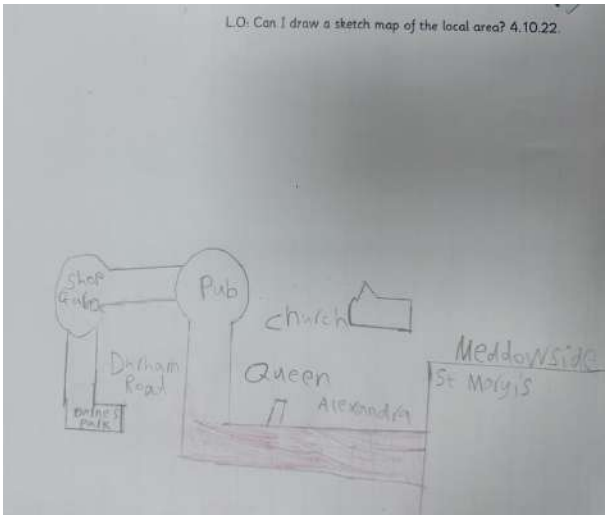
16 - Year 2



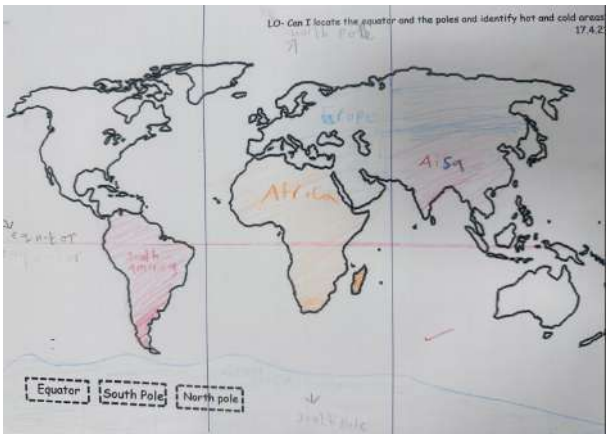
17 - Year 2



18 - Year 2



19 - Year 2



20 - Year 2

Key Stage 2 - Locational Knowledge

In key stage two, children deepen their understanding by using geographical complex terms to explain concepts and ideas. As a school, we probe deep discussions and ensure these are reflected in children's explanations. They can compare and contract clearly stating key similarities and differences between cities/countries. As confident map readers, children can use maps to locate key cities/countries and continents.

Locational knowledge topics:

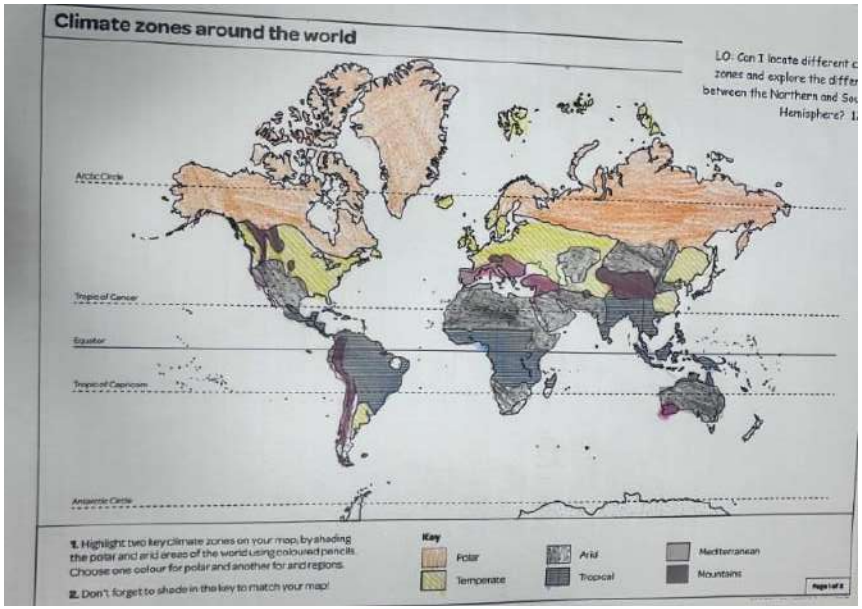
Year 3 - climate zones, The Amazon Rainforest and Mexico

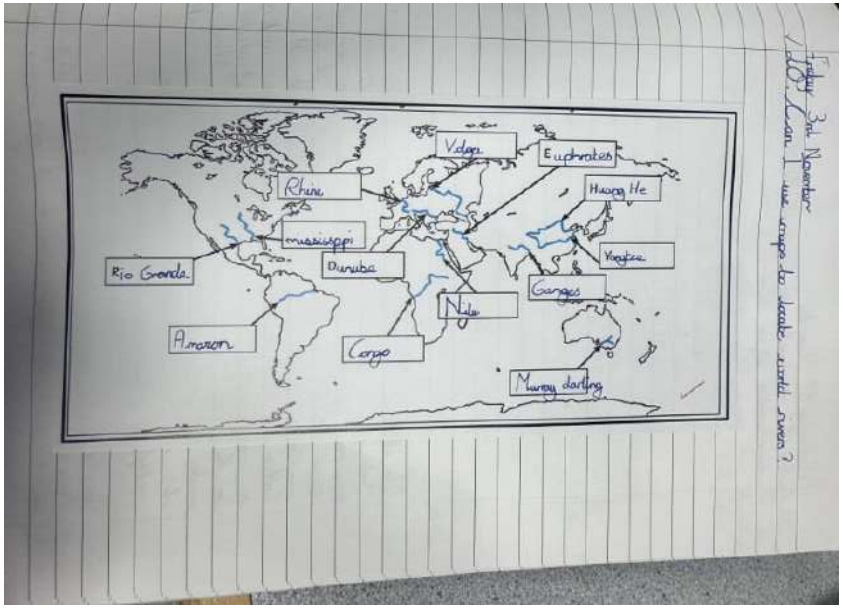
Year 4 - volcanoes, Local study of coasts and settlements

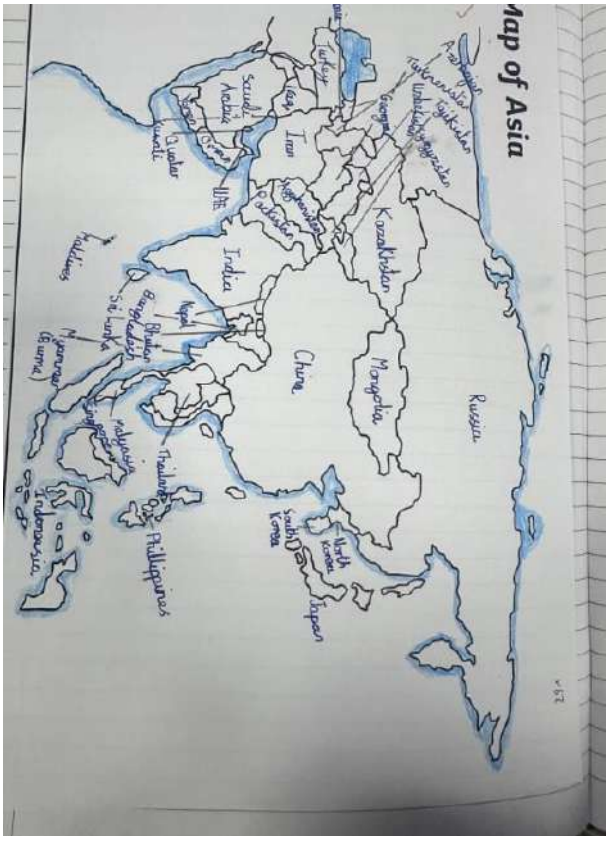
Year 5 - The Nile, Greece & Athens and a local study of the Wear

Year 6 - Earthquakes and Mountains/Cumbria

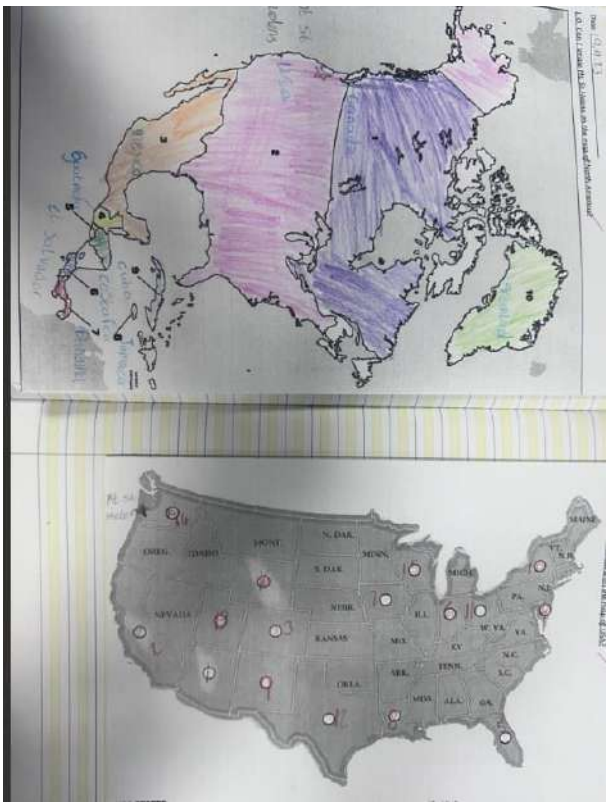
21 - Year 3


Climate zones around the world
LO: Can I locate different c
zones and explore the differ
between the Northern and So
Hemisphere? 1
Arctic Circle
Tropic of Cancer
Equator
Tropic of Capricorn
Antarctic Circle
1. Highlight two key climate zones on your map, by shading the polar and arid areas of the world using coloured pencils. Choose one colour for polar and another for arid regions.
2. Don't forget to shade in the key to match your map!
Key
Polar
Temperate
Arid
Tropical
Mediterranean
Mountains

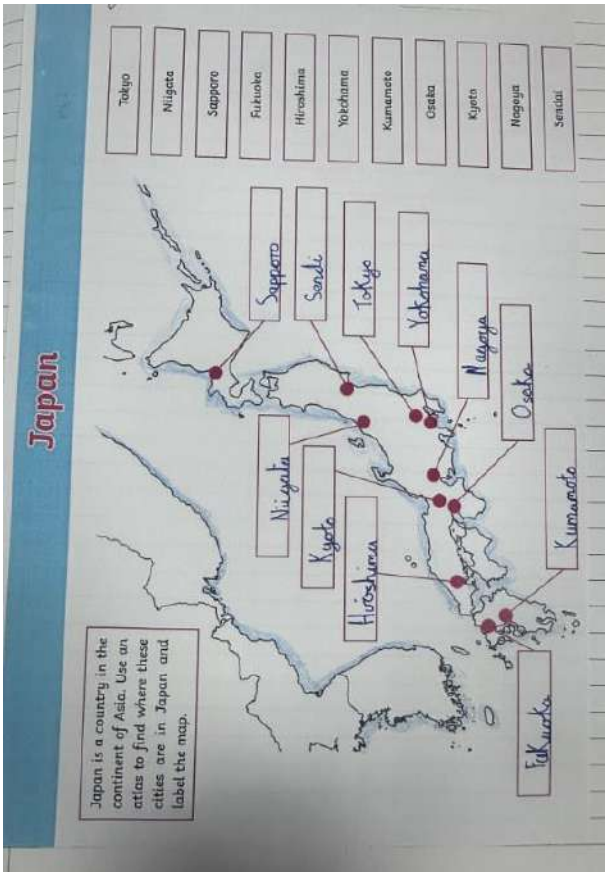

Friday 3rd November
LO: Can I use maps to locate world rivers?
Volga
Euphrates
Rhine
Huang He
Mississippi
Yangtze
Rio Grande
Danube
Ganges
Nile
Amazon
Congo
Murray darling



24 - Year 6



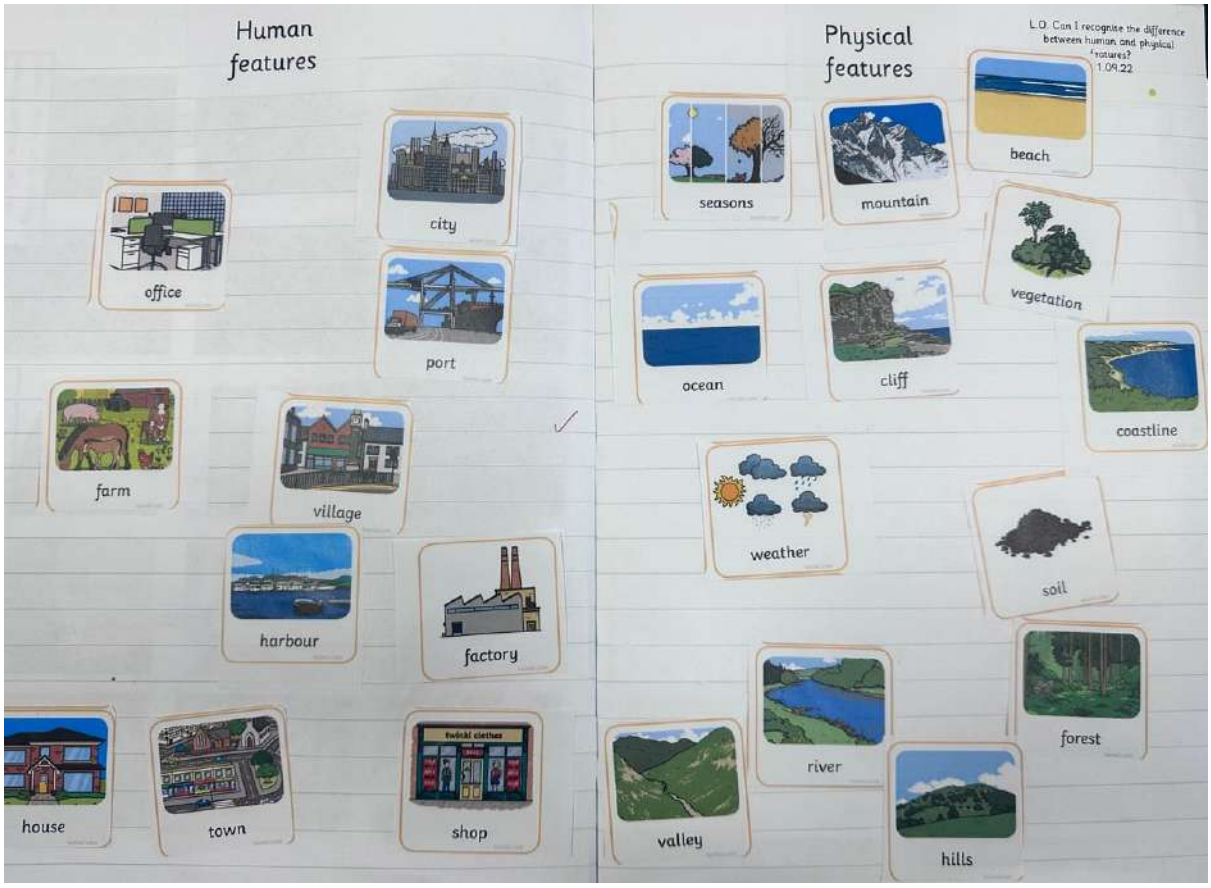
25 - Year 6



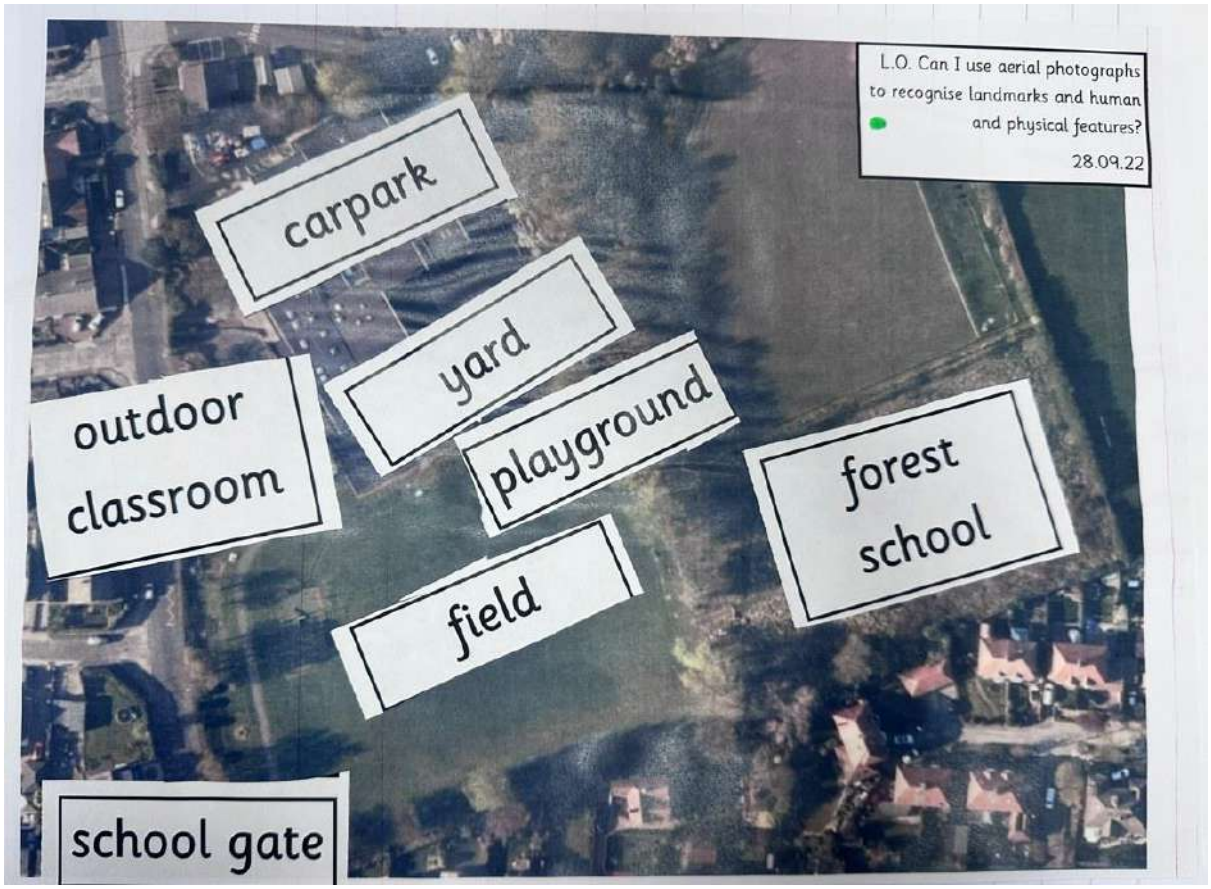
Key Stage 1 - Human and Physical Characteristics

Human and physical features are things that you can see all around you. Physical features like seas, mountains and rivers are natural. They would be here even if there were no people around. Human features like houses, roads and bridges are things that have been built by people. Physical geography is the study of the Earth's natural features, such as mountains, rivers, deserts and oceans. In physical geography, landforms and how they change are studied, as well as climate and its effects.

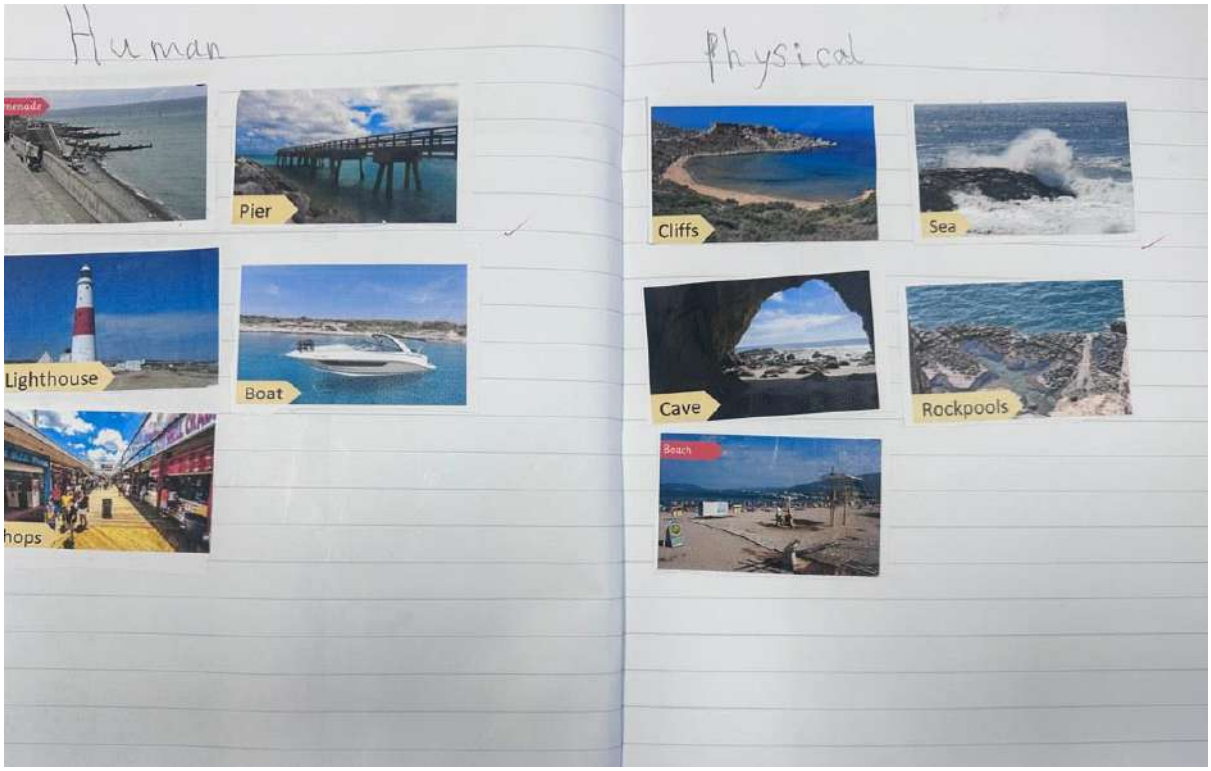
In key stage one, we use our local area to probe an understanding of human and physical features. Children are made aware of the terminology and use their local area to explore these characteristics. Within the curriculum design, learning is built upon a spiral curriculum, whereby children can build on their learning each year.


Human features
Physical features
L.O. Can I recognise the difference between human and physical features?
1.09.22
office
city
port
farm
village
harbour
factory
house
town
shop
seasons
mountain
beach
vegetation
ocean
cliff
coastline
weather
soil
river
forest
valley
hills

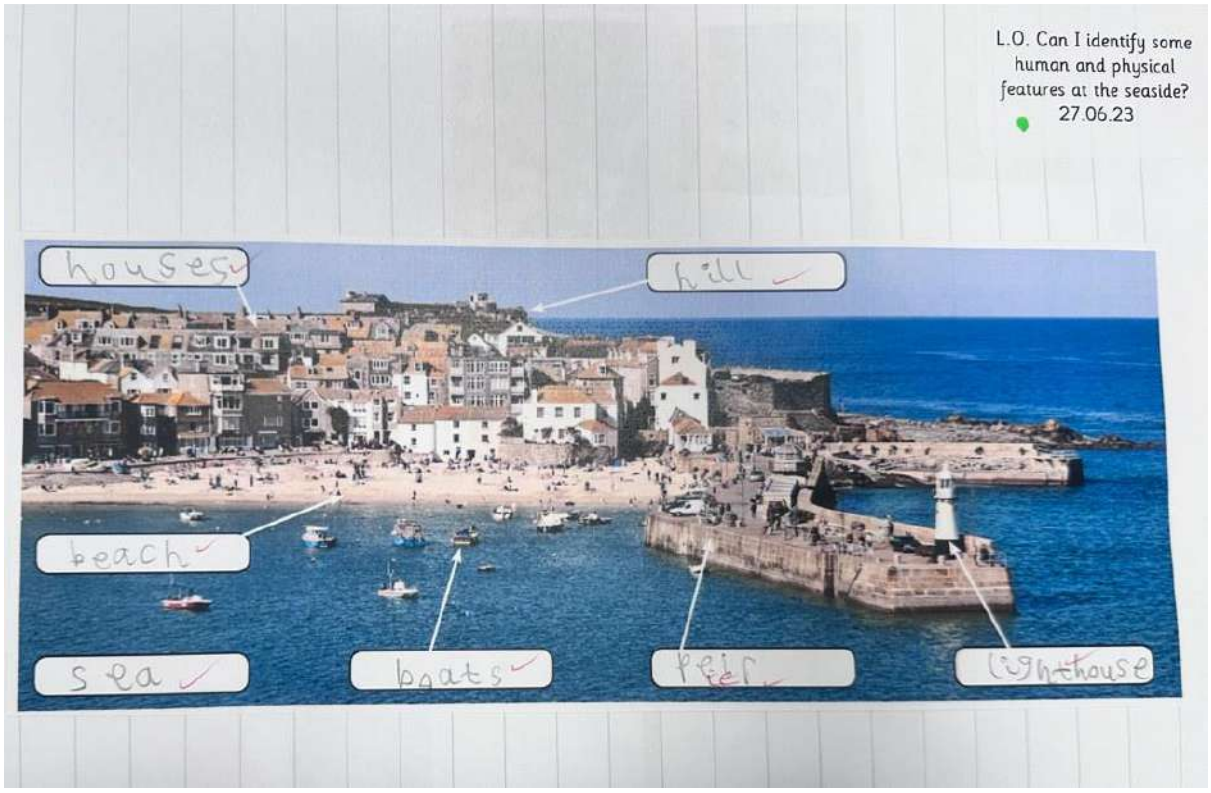
27 - Year 1


L.O. Can I use aerial photographs to recognise landmarks and human and physical features?
28.09.22
carpark
yard
outdoor classroom
playground
forest school
field
school gate

28 - Year 1



29 - Year 1



30 - Year 1


Human
human and physical
features ?
27.9.22.
Physical
church
field
shops
tree
Statues
hills
airport
beach
Physical is something that God made
Human Features is something that Human made

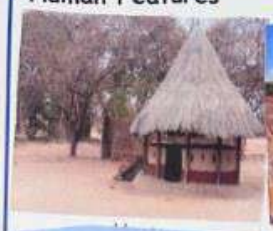
Human Feature	Grid Reference
1. Barnes Park Cafe	A, 3
2. Tennis courts	B, 2
3. Petrol Station	C, 1
4. The Toby Carvery	D, 1
5. St Nicolas' Church	E, 1
6. St Mary's School	E, 2
7. Barbara Priestman School	E, 3

Now make up your own grid reference for a feature on the map.

8. B, 4	9. C, 2

...tures of Kenya?
04.05.23

Human Features



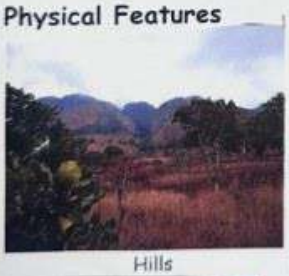
Shopping Mall

Airport

Village

Market

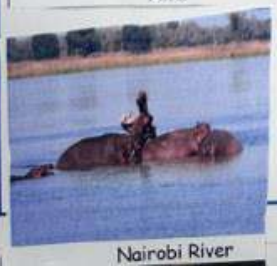
Physical Features



Hills

National Park

Lake Victoria



Nairobi River

Key Stage 2 - Human and Physical Characteristics

At Saint Mary's, we provide our children the opportunity to explore key human and physical features within a topic. Within lessons, we promote the exploration of geographical terminology and the opportunities to discuss and find key geographical human and physical features. Children have a secure understanding of key geographical terms and can explain their thinking confidently. In key stage two, our children can articulate and write clear explanations to describe human and physical geography.

The 5 oceans are
ocean, indian ocean, southern ocean
Antarctic ocean Artic ocean. In the ✓
past about 60 years ago men acchily
made a river by them selves but
most rivers God made. Sea glass
was grom a glass bottle then
it got into the sea so the sea
smoothed it out and ended up on the
shore Some people grom diggrent countries
use euros. Asia is the biggest concent.
✓

32 - Year 3

I would not live there
times its not sase and lots of hot.
lava

How they know its going to erupt
They know it going
to erupt because
an eathquake will
stark.

How dores living
i ggect how

hat Happened ?
day an eathquake
ted then 30 minutes
Moub St Helens
pted.

How many deaths?
It caused 57 human
deaths and 26.000
animals deaths.

Where is mount St Helens ?
Moub St Helens is in
Noth America and also
was on the North America
plate.

On 18th of may
1980 an ethquake
started at 8:32

near Moub St Helens
people live ?

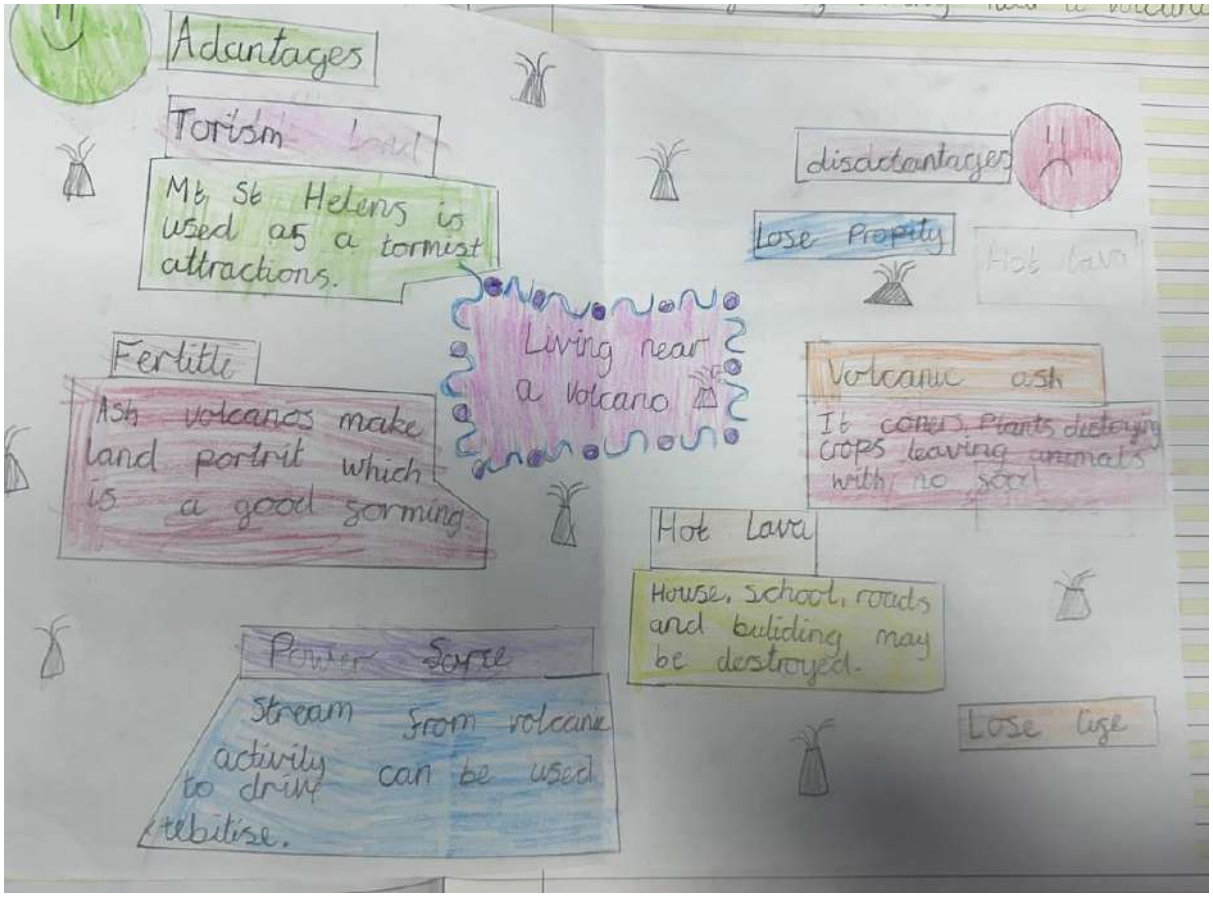
The lava was
300°C hot.

The benigits of living there ?
lose lize, lose propdy and
other disadvantages.

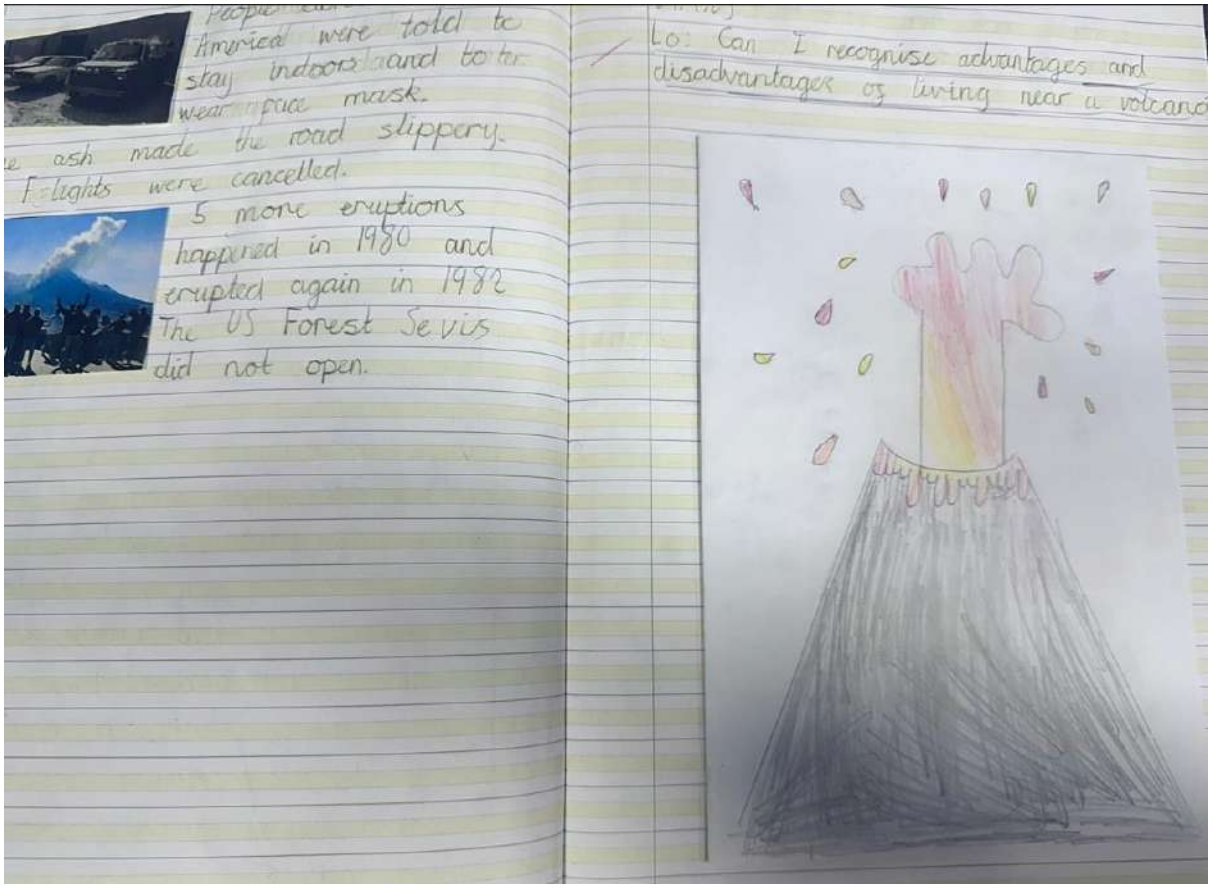
They set up an evacuation zone
of 11 miles.

Well done Nancy! Keep up
the good work.

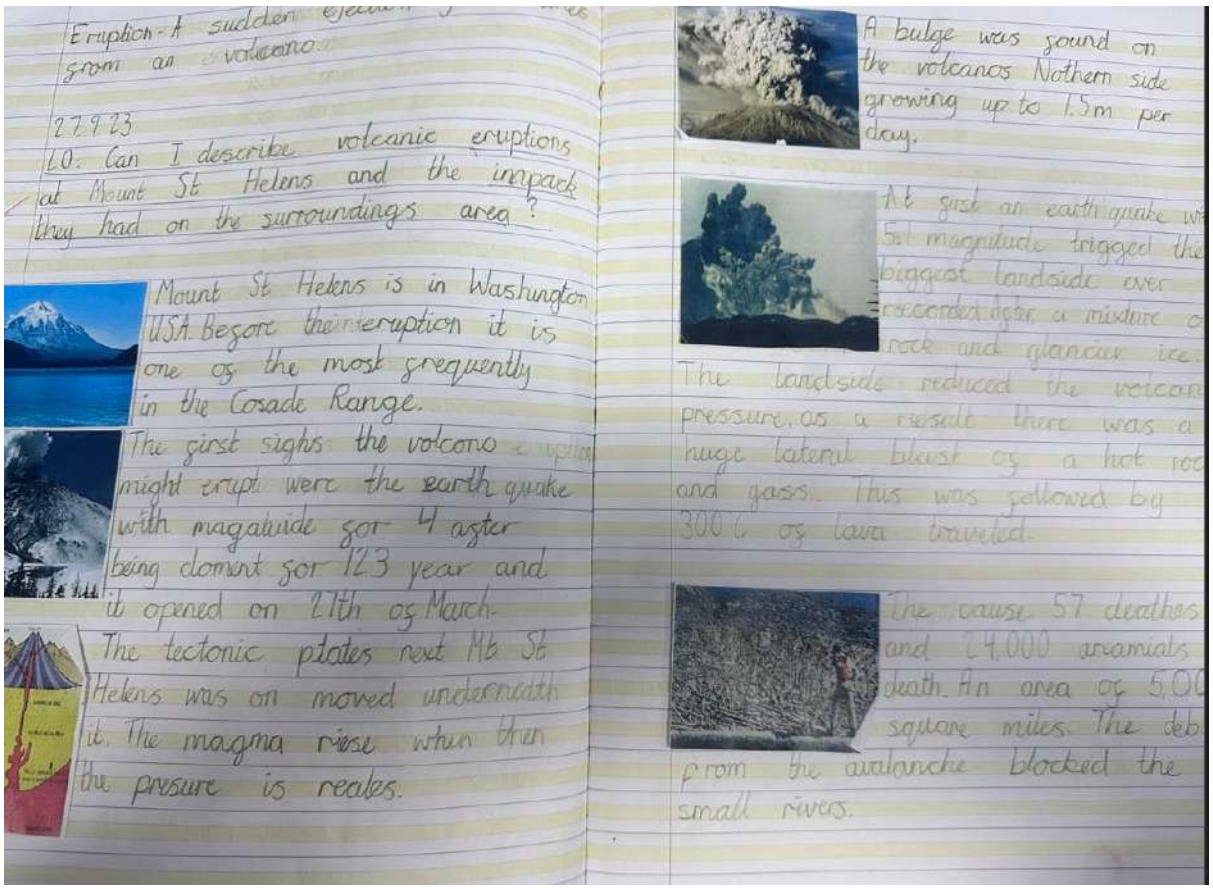
33 - Year 4



34 - Year 4


America were told to
stay indoors and to
wear face mask.
ash made the road slippery.
Flights were cancelled.
5 more eruptions
happened in 1980 and
erupted again in 1982
The US Forest Se vis
did not open.
LO: Can I recognise advantages and
disadvantages of living near a volcano

35 - Year 4


Eruption - A sudden
from an volcano
27.9.23
LO. Can I describe volcanic eruptions
at Mount St Helens and the impact
they had on the surroundings area?
Mount St Helens is in Washington
USA Before the eruption it is
one of the most frequently
in the Cosade Range.
The first sighs the volcano
might erupt were the earth quake
with magaluide for 4 after
being dormit for 123 year and
it opened on 27th of March.
The tectonic plates next Mt St
Helens was on moved underneath
it. The magma rises when then
the presure is reales.
A bulge was found on
the volcanos Nothern side
growing up to 1.5m per
day.
At first an earthquake wi
5.1 magnitude triggered the
biggest landside ever
recorded. Ash, a mixture o
rock and glacier ice
The landside reduced the volcan
pressure, as a result there was a
huge lateral blast of a hot roc
and gass. This was followed by
300 C of lava traveled.
The cause 57 deathes
and 24,000 anamials
death. An area of 5,0
square miles. The deb
from the avalanche blocked the
small rivers.

plates are heavy and gravity struggles to separate them.

26.9.23

Lo: Can I regonise the key seatures of a volcano and diseribe what happens during a volcanic eruption?

mber of earthquakes may be first sign" that an eruption is to happen.

2. The presure builds underground and hot magma is sorced upwards throug the central vent.
3. Lava, ashes and volcanic boms (flying rocks) are ejected from the crates.
4. Magma may also be pushed side vents, which can cause the volcano to erupt sideways.
5. The pressure builds underground and hot magma is sorced upwards through the central ve vent

Glossy Game

Magma - Molten rock underground.
Ash cloud - Tiny parties of rock ejectives from a volcano into the air.
Lava - Molted rock that glows out volcanos.
Central vent - A route though the eaths crust to the surface.

Wednesday 8th November

LO: Can I describe and understand the Key characteristics of a River?

Journey of a River

The Upper Course:
First of all, a source of a river is where it begins. A river begins by rain falling on mountains or when snow melts. After that, the water then flows down a mountain or hill by the force of gravity. At the bottom of the River (river bed) it all erodes making a narrow valley. Also, waterfalls are a common feature in the upper course. This is formed by when Hard rock meets soft rock, the soft rock then falls, but it takes a lot longer for hard rock to fall. This forms waterfalls.

The Middle Course:
Secondly, the middle course is a larger river with a fast speed than the upper course. As it gets nearer to land it sometimes can course more erosions. Sometimes the River twists and turns, but at a slow pace. This is called a meander. Interestingly, little rivers join together making a larger river. This is known as tributaries.

The Lower Course:
The lower course is when the river widens and erodes outwards. The river could flood and form stones, sand or silt on the flood plains which makes the land very fertile. Next in the lower course, is when the river meets at sea this is called the river mouth.

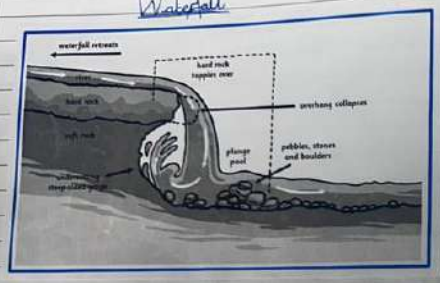
Key geographical vocabulary:
Source - a source is where a river begins its journey
Tributaries - this is when little streams form a river.
Meander - this is when the river slowly bends and turns.
Confluence - is when two rivers join to make a bigger river
Flood plain - is a dry bit of land
Mouth - is when the river joins the ocean or sea

Excellent work

Wednesday 22nd November

LO: Can I describe how the physical geography of waterfalls and oxbow lakes are formed?

Waterfall



A waterfall is a area that falls over hard rock, and then there is a pool at the bottom that catches the water.

Plunge pool

A plunge pool is a pool at the bottom of the waterfall. It is because of erosion.

Erosion

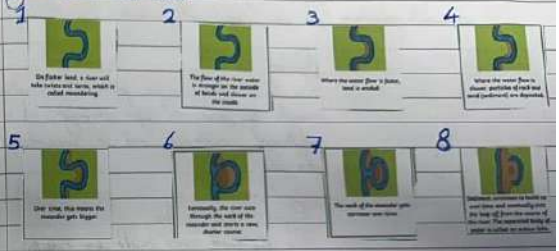
A erosion is a force of rocks. It is where tiny stones are forced to move by the waterfalls power.

Famous waterfalls

Famous waterfalls include: High force (Durham), Niagra falls (Canada), Victoria falls (Africa), Hole falls (Venezuela) and the other High force (Middleton). This is some of the best sights you'll ever see.

Oxbow lakes

An oxbow lake is a u shape lake that has been separated from a normal river. Water doesn't flow in or out.



Friday 24th November

LO: Can I explain human and physical features found near the River Nile.

A human feature is a building that is made by humans.
A physical feature is a landmark made by God.

River Nile
The River Nile is a physical feature, made by god. It goes through different countries and is important to civilisation.

Pyramid of Khufu
The pyramid was built for Khufu, an Egyptian pharaoh. It is a great tourist attraction to. It is up to 755 feet long on each side. It has been on earth for thousands of years.

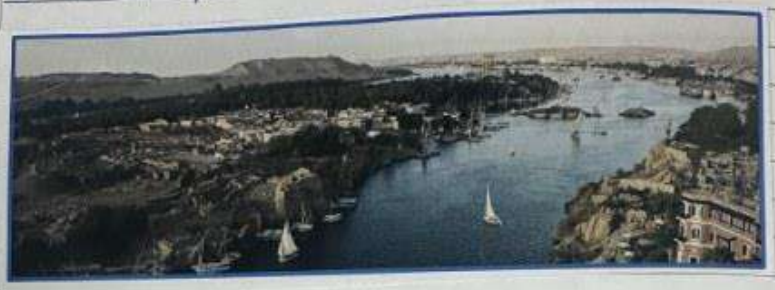
Blue Nile Falls
The Blue Nile Falls is a physical feature. It is a great attraction for tourism, and is a amazing feature in our world. These Falls are between 37 and 45 meters high.

Qasr el Nil Bridge
Qasr el Nil Bridge is a human feature, made by people. The span of the Bridge is almost 2km. It's contruction began in 1869. It is one of the most important tourist attractions in Cairo.

The tributaries
A tributaries is a physical feature. It is a lake (or stream) that goes into a bigger lake or River. The River Nile has 3 tributaries.

Thursday 2nd November

✓ LO: I can I explain settlements and land use of The Nile.



Impact of living near the Nile

A positive impact on the Nile is the water source and food it provides. Dangerously, the Nile holds dangerous animals: hippo, crocodile and many snakes. Another positive is that it's a good place to settle, but they can be floods and drought. It is also good for us because we traded stuff for plants that Egyptians grow. Another negative is unclean water that can kill you if you drink to much. The pollution to the land is disgusting and coastal erosion causes a flood. Sometimes floods are good for crops to help them grow.

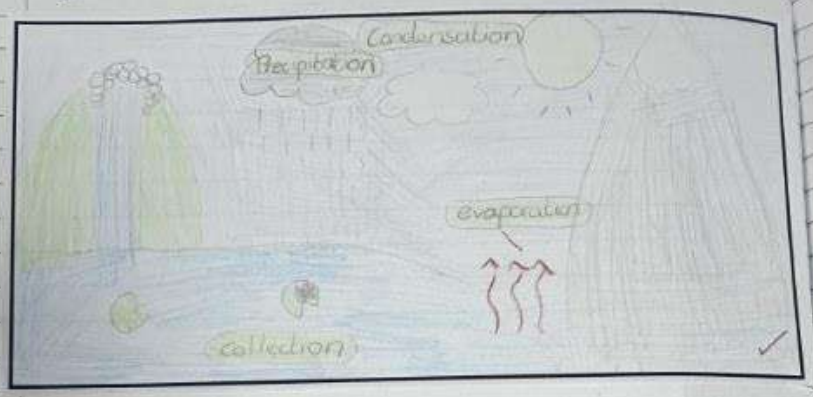
Land use and settlements

The Nile has many places to settle. A settlement is where people move together to a safer place to survive. They move next to the Nile because it provides food and water. Transportation and irrigation where very important. Irrigation means there is water underground that helps the crops.

Why does coastal erosion happen?

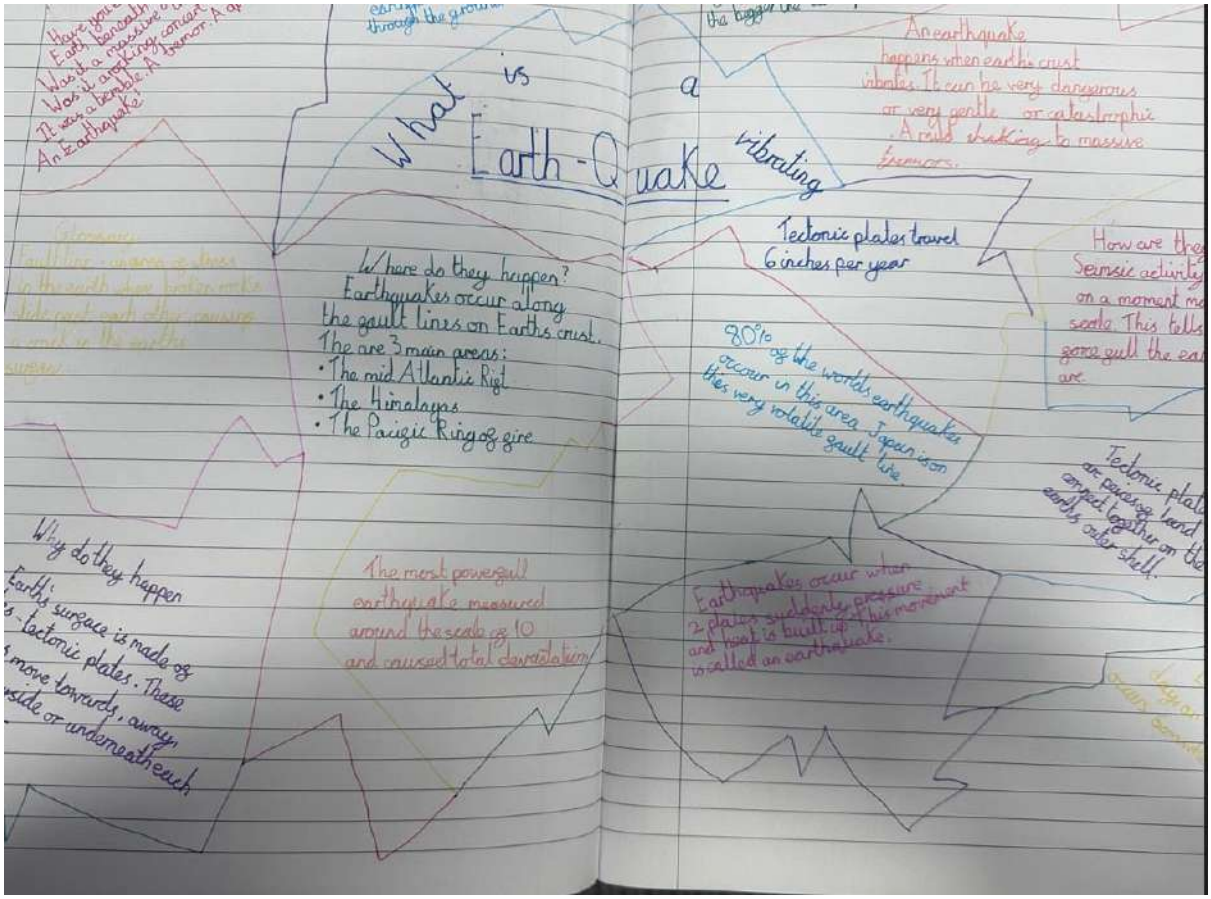
Thursday 2nd November

✓ LO: Can I describe and understand the water cycle?



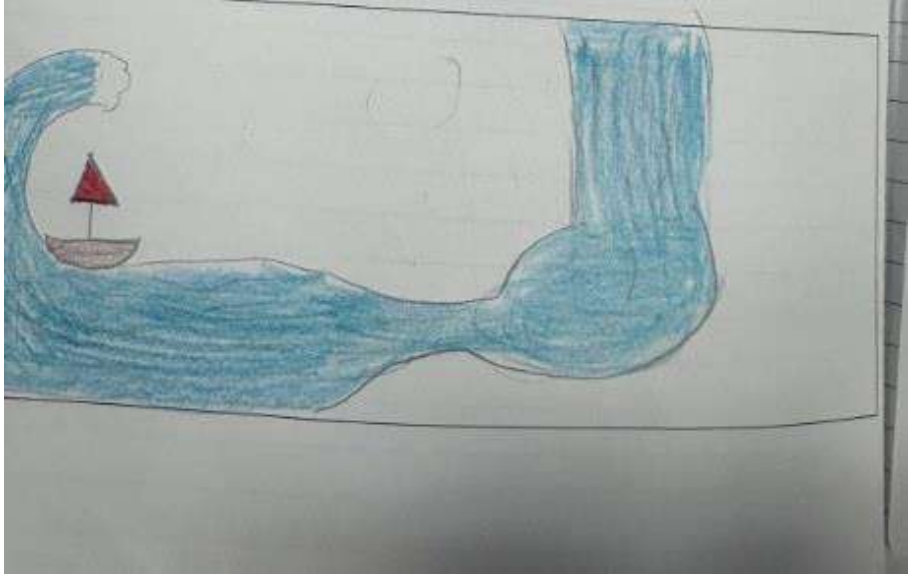
The water cycle is a cycle that flows water around the world. Firstly, evaporation happens, water from a lake, river or even the sea heats up and causes water vapour. Also this causes steam because of the heat. Next condesation happens, this is when the water vapour gets cold which forms clouds. After that the tiny droplets of water clash together to make rain or snow. Finally, it collects back into the lake, river or sea and then the cycle starts again.

ch EL


What is a Earth-Quake vibrating
An earthquake happens when earths crust vibrates. It can be very dangerous or very gentle or catastrophic
Tectonic plates travel 6 inches per year
Where do they happen?
Earthquakes occur along the gault lines on Earths crust.
The are 3 main areas:
• The mid Atlantic Rigt
• The Himalayas
• The Paicific Ring of fire
90% of the worlds earthquakes occuer in this area. Japan is on thes very volatile gault line.
The most powerfull earthquake measured around the scale of 10 and caused total devastation
Earthquakes occur when 2 plates suddenly pressure and heat is built up. This movement is called an earthquake.
Why do they happen
Earth's surface is made of - tectonic plates. These move towards, away inside or underneath each

LO: Can I identify physical features of UK?

Mountain Ranges	Scafell Pike 978m Ben Nevis 1,344m Pen y Fan 886m	Ben Macdui 1,309m
Seas	The English Channel North Sea Irish Sea	Atlantic Ocean
Rivers	River Tyne 118km River Thames 346km River Eden 145km	River Aire 148km
Lakes	Derwentwater 5.18 km^2 Loch Ness 56.4 m^2 Loch Lomond 71 km^2	Windermere 14.73km
Waterfalls	Fall of Glomach The Green Dragon Inn Cauldley Spout	High force Waterfall
Forests	Loch Ard Forest Ashdown Forest Hamsterley Forest	Grizedale Forest



✓ How Earthquakes affect the lives of people in Japan.

The effects of Earthquakes

Earthquakes have an instant effect! But they also create longer-term problems for communities. Here are some of the effects that large earthquakes can have on the natural or built environment and the people who live there.

Effects on the landscape.

Damage done.

- Roads
- Rail
- Bridges
- Buildings
- Houses
- Avalanches
- Land slides
- Flash floods
- Tsunami
- Electricity, water and gas supplies can be cut off when pipes move or break
- Fires may result from leaking gas pipes!

Effects on people - short term

People can be caught in collapsed buildings, killed or injured instantly or in the first few hours or days after a quake. Search and rescue teams race to reach people trapped under rubble, using sniffer dogs and specialist listening equipment. Those people that escape their damaged homes may have nowhere to live. In the days and weeks after an earthquake nobody knows which buildings are safe to go back into and which ones have been damaged beyond repair. The safest place to stay is outside.

Effects on people - longer term

A lack of clean water to drink, or power to keep people warm, results in real hardship. Food supplies run low and diseases may spread in makeshift camps. Often people can't even get away from the area, as transport routes - roads and railways, - are likely to be closed due to damage from the quake. The survivors of an earthquake may have lost friends and relatives, their homes and almost all of their belongings. It's hard for us to imagine how they cope in this terrible situation.

45 - Year 6

Fold Mountain

This is the most common type of Mountain and is formed when two tectonic plates collide.

Some blocks are forced upwards by the pressure created when the two plates continue to push together forming mountains.

The Sierra Nevada Mountains in North America are an example of this type of mountain.

Volcanic Mountain.

Molten rock is forced through an opening (vent) in Earth's crust. Repeated eruptions build up layers of rock as the lava cools and hardens.

The eruption can also spew out ash and rock which build up a 'cone' shape over time.

Mount Kea and Mount Loa in Hawaii are examples

r time (millions of rs), the rock is mpled and folded ards, and mountains formed.

Himalayas in are an example is type of mountain

tonic plates ressure can to break into

block mountain.

Dome Mountain.

These mountains are formed by molten rock, but it does not break through Earth's surface.

Where lots of molten rock builds up under the Earth's crust, it can push the ground up forming a dome.

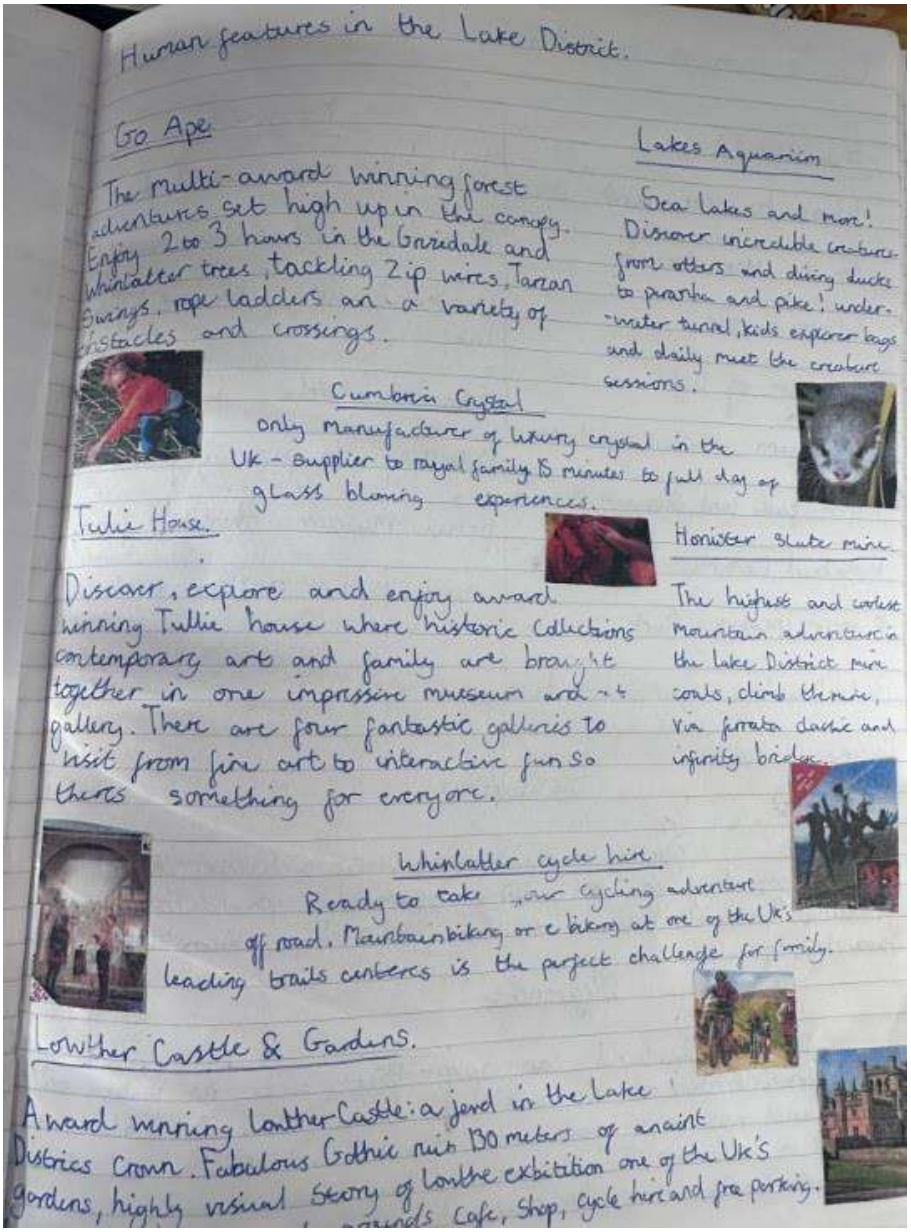
Navajo Mountain in Utah USA is an example of this mountain.

Unlike the other four types of mountains these are not created due to pressure under or in the Earth's crust.

New Zealand has some excellent examples of this type of mountain

Plateau Mountain

These mountains are formed over millions of years by the action of erosion on a plateau, usually by water. eg Streams and rivers. A



Action Team 2025 - 2026

48 - **ACTION TEAM MEMBERS 2025 - 2026**

49 - Year 6 members of Action Team.

50 - Action Team in Action!

ACTION TEAM 2025 - 2026

51 - Celebrating 2024 - 2025 Eco flag award with last year's members.

52 - Celebrating 2024 - 2025 Eco flag award with last year's members.

Action Team in action!

The Curriculum enables pupils to understand how they can help to sustain and have an impact on environmental issues including: global warming, climate change, pollution and endangered animals. Through our school's Action Team, we aim to address these issues and as a community, tackle them. We aim to promote the importance of caring for our environment and instilling this into our school community.

1. Action Team, a group of students and adults responsible for all things Eco-Schools.
2. Environmental Review, a free-to-download resource which has been designed to review learning environments and provide inspiration to Eco-Committees.
3. Action Plan, a plan for environmental actions in your school, college or nursery.
4. Curriculum Links, including environmental issues in your school’s learning.

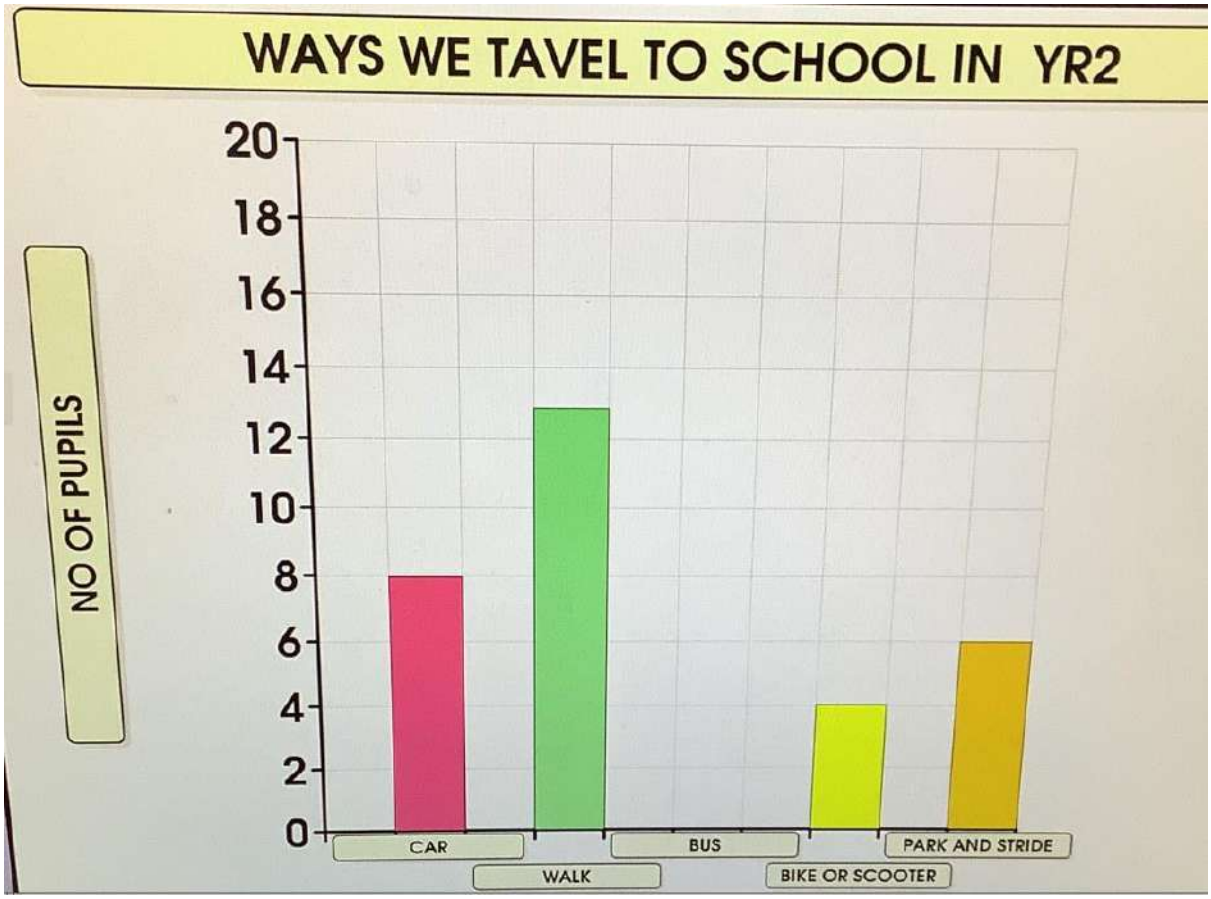
5. Informing and Involving, including all pupils, staff members and your local community in Eco-Schools work.
6. Monitoring and Evaluation, measuring the impact of the projects in your Action Plan.
7. Eco-Code, a rallying call that everyone can get behind!


Maths
Come and See
New Beginnings
WALK TO SCHOOL WEEK
17th-21st May 2021
Next week is Walk to school we
2021!


English


SUGAR SNACKS
Coca-Cola
Gather
Response
Going Forth


plastic
glass


WAYS WE TAVEL TO SCHOOL IN YR2
NO OF PUPILS
20
18
16
14
12
10
8
6
4
2
0
CAR
WALK
BUS
BIKE OR SCOOTER
PARK AND STRIDE

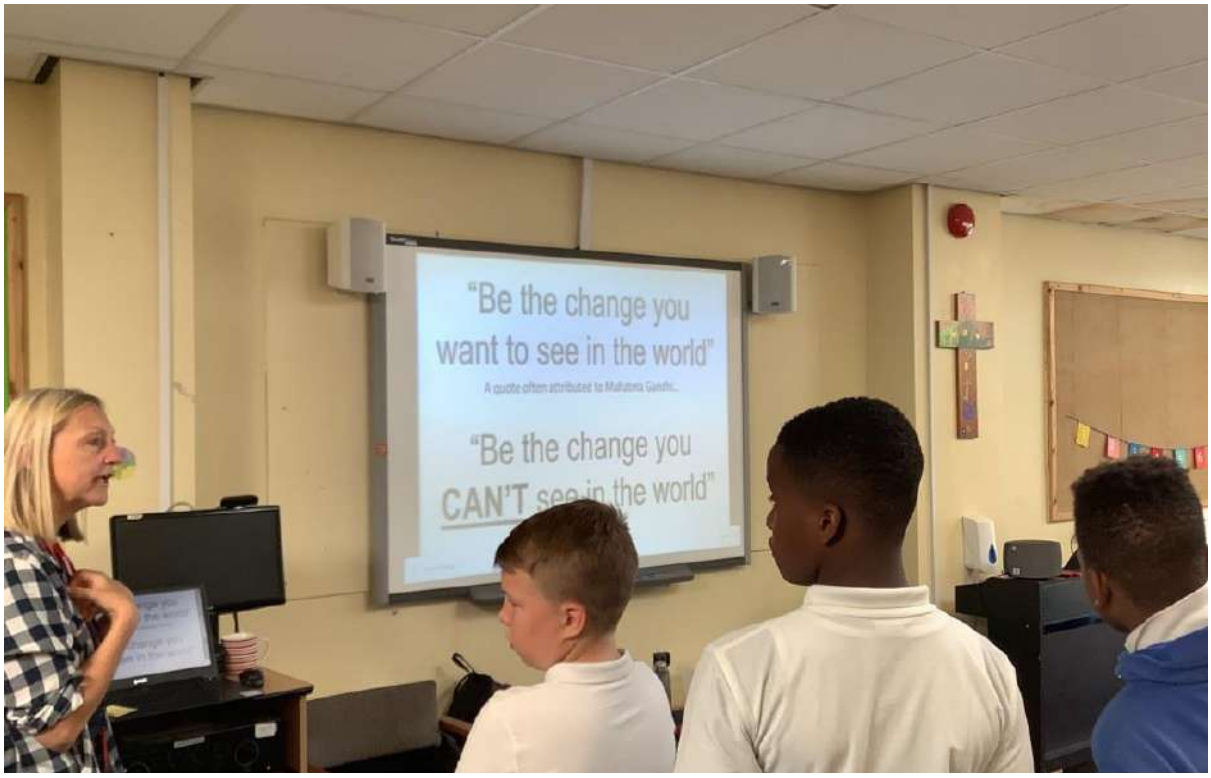

Eco-Schools
Don't forget to support Fairtrade by coming along to our Fairtrade Tuck shop each half term.
Remember to use the 'Travel Tracker' to record how you have travelled to school. You could earn yourself a walk to school badge and the class that has made the most active journeys in a week will win the walk to school trophy.
Super Recyclers
This week the recycling class of the week is:
Action Team
Energy Data
Remember to use the Unwanted food box
Article 24
Children have the right to good quality health care, clean water, nutritious food and a clean environment so that they will stay healthy.
WAYS WE TAVEL TO SCHOOL IN YR2
Remember to use the recycling bins in school.
Come along to our termly walks from Barnes Park to School.
Eco-Schools
Date: September 2020
Action Plan
ENVIRONMENTAL REVIEW


Environment Award


COP26
WE ARE
WATCHING
YOU
COP26
WE ARE
WATCHING
YOU


adidas


JAMES
KETCHELL..
CHASING
EXTREMES!


"Be the change you want to see in the world"
A quote often attributed to Mahatma Gandhi...
"Be the change you CAN'T see in the world"