

GEOGRAPHY INTENT



At Portswood Primary School, the geography curriculum aims to **inspire** pupils with a **curiosity** and **fascination** about the world and its people that will remain with them for the rest of their lives. **Passionate and skilled teaching** and **memorable experiences** equip pupils with skills and knowledge about **diverse places, people, resources** and **natural and human environments**, together with a deep understanding of **the Earth's key physical and human processes**.

Through **geographical enquiry**, our purpose is to instil an **interest**, and **desire to investigate** a variety of human and physical characteristics of different places, both locally (making use of our '**own backyard**'), nationally and internationally, through **purposeful research** and **effective questioning**. To be well rounded **citizens**, we believe children need to understand the **similarities and differences** between **places** and their **cultures** and be able to recognise how these change over time. Much of the geography at Portswood Primary is **collaborative**, allowing pupils to **create and imagine, discuss and evaluate**, and take pride in what they produce whilst developing interpersonal skills and **vocabulary**. Our intent is also to foster a **respect and responsibility** for the pupils' local environment and teach how this can **impact** upon the wider world.

As pupils progress through our school's geography curriculum, pupils' **growing knowledge about the world** should help them to **interpret** the world around them. We want our children to gain **confidence** and have **practical experiences** of geographical knowledge, understanding and skills that explain how the Earth's features at different scales are shaped, interconnected and change over time.

GEOGRAPHY IMPLEMENTATION



How do we implement Geography intent at Portswood?

Geography sits effectively within the curriculum vision for Portswood Primary school. It clearly fosters a curiosity and fascination about the world and its people through studies of the physical and human processes of natural and human environments.



It celebrates the diversity of people on the planet and encourages responsibility for the preservation of their local environment and teaches how this can impact upon the wider world.



Geography at Portswood instils a passion and creativity that will remain for pupils for the rest of their lives. The interconnected character of geography and its ever-changing nature promotes a high level of challenge in pupils' thinking and promotes lifelong learning.



A real strength of geography is how it celebrates collaborative learning through both key stages. Pupils and teachers are encouraged to be flexible within their teaching and learning whilst taking pride in their creations and achievement.



GEOGRAPHY IMPLEMENTATION



How is Geography taught at Portswood? How is learning organised?

At Portswood Primary School, geography is taught in every year group. Long-term planning is created so that each Programme of Study of the National Curriculum is covered and revisited throughout pupils' learning journey. There is a clear pedagogical progression to knowledge and skills taught throughout the geography curriculum.



Many of the units in geography utilise an enquiry approach, where pupils investigate a geographical issue or proposal using questions that are instilled and guide independent learning in geography by the time pupils reach the end of Key Stage 2.



Geography is taught in a rotation with History at Portswood Primary School. Learning is taught weekly as discrete lessons although some units of teaching have longer blocked sessions to allow pupils to become immersed in their learning.



GEOGRAPHY IMPLEMENTATION



How is Geography taught at Portswood? How is learning organised?

Within the teaching of geography, there should be an emphasis on the teaching and modelling of appropriate geographical vocabulary. High-level questioning and the use of visual aids will be prevalent as will a certain level of flexibility in the lesson as the links are discovered and investigated.



The geographical learning is supported by strands within the curriculum. The strands allow pupils to retain and build upon previously learned skills. These strands are :



Locational
Knowledge



Place
Knowledge



Human and
Physical
Geography



Geographical
Skills and
Fieldwork

GEOGRAPHY IMPLEMENTATION



In geography pupils are engaged in an observing and describing range of activities, to comparing contrasting tasks, which transitions into giving, articulating and opinion forming, to synthesising information from a variety of sources. Eventually, pupils are involved in evaluating and hypothesising about the validity and value of their own geographical methods and researched information.



Content goes from a local to global scale both across the thematic studies of weather, pollution natural disasters, seasons and rivers; and the locality studies of Portswood, Wickham, Southampton, the Isle of Coll. This is interwoven with the India, Italy, Antarctica and the Americas units.



Mapping is another area of clear progression. Pupils are engaged in activities such as route finding and journey sticks, to 3-D mapping and OS level mapping utilising Google Earth at all times. This culminates in cartography where pupils draw a variety of maps, some colloquial, at a variety of scales. Further areas of progression include the notion of responsibility for the environment through the Yr2 pollution unit, the YR4 fragile earth unit and then eventually the Yr6 unit on natural disasters where the idea of aid response and global action is considered.



GEOGRAPHY IMPLEMENTATION



Whole School Provision for Geography

SPS = Statutory Place Study

MTS = Major Thematic Study

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	SPS Barnaby Bear – Our immediate locality	SPS Portswood			MTS Hot and Cold Suitcases	
Year 2	MTS Weather and Pollution		SPS Welcome to Coll	SPS India		
Year 3	SPS MTS Our place in the world	SPS MTS Droxford and Wickham				SPS We are South- ampton
Year 4			MTS Fragile Earth - Antarctica		MTS Rivers	
Year 5			SPS Italy			
Year 6	MTS What's in the news? Natural Disasters	SPS USA – Lincoln Memorial Highway				



GEOGRAPHY IMPLEMENTATION



KEY SKILLS – LOCATIONAL KNOWLEDGE

<p>Year 1</p> <ul style="list-style-type: none"> Barnaby Bear – our immediate locality Portswood Hot/Cold Suitcases 	<ul style="list-style-type: none"> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Name the countries of the UK, their capital cities and name Irish Sea, North Sea and English Channel Name and locate the world's seven continents and five oceans
<p>Year 2</p> <ul style="list-style-type: none"> Weather/Pollution Welcome to Coll India 	<ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans Name and locate the Atlantic, Pacific, Indian, Arctic and Southern oceans Name and locate Europe (Russia), Asia, North and South America, Antarctica, Africa and Australasia Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom
<p>Year 3</p> <ul style="list-style-type: none"> Our Place in the World Droxford/Wickham We are Southampton 	<ul style="list-style-type: none"> Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time Can name the countries of the UK, their capital cities and locate them on a map Can name some national parks and rivers within the UK Can describe the key physical and human features of Southampton and compare this to a city in the UK they have visited
<p>Year 4</p> <ul style="list-style-type: none"> Fragile Earth - Antarctica Rivers 	<ul style="list-style-type: none"> Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) Can describe the location of Antarctica in a global context Can describe the Antarctic Circle in the context of the other lines of latitude and their associated climates Can geographically describe various options for a journey from the UK to Antarctica Can locate major UK and major world rivers
<p>Year 5</p> <ul style="list-style-type: none"> Italy 	<ul style="list-style-type: none"> Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Can describe the location of Italy in a global context and within Europe Can name the seas and countries that border Italy Can geographically describe various options for a journey from the UK to Italy
<p>Year 6</p> <ul style="list-style-type: none"> What's in the News? Natural Disasters America – The Lincoln Memorial Highway 	<ul style="list-style-type: none"> Locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Can find and name the major countries and surrounding oceans of North and South America on a variety of maps Can locate several states within the USA and describe where they are using appropriate vocabulary Can describe the major environmental regions of the USA and South America concentrating on biomes, mountainous regions, river catchments and national parks.



GEOGRAPHY IMPLEMENTATION



KEY SKILLS – PLACE KNOWLEDGE

<p>Year 1</p> <ul style="list-style-type: none"> Barnaby Bear – our immediate locality Portswood Hot/Cold Suitcases 	<ul style="list-style-type: none"> 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 Can locate Portswood on an OS map and describe it using map Can name the main physical and human features of their immediate local area and Portswood Can suggest reasons why visiting Portswood is an attractive prospect
<p>Year 2</p> <ul style="list-style-type: none"> Weather/Pollution Welcome to Coll India 	<ul style="list-style-type: none"> 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 Can describe how the weather of India is different to the UK Can describe the differences in work that people do in India and the UK Can describe some differences between Mumbai and Southampton
<p>Year 3</p> <ul style="list-style-type: none"> Our Place in the World Droxford/Wickham We are Southampton 	<ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America Can locate Wickham on an OS map and describe it using map Can geographically describe how people can travel to Wickham Can say how Wickham is similar and different to Southampton/Portswood and suggest reasons Can suggest reasons why visiting Wickham is an attractive prospect
<p>Year 4</p> <ul style="list-style-type: none"> Fragile Earth - Antarctica Rivers 	<ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America Can locate Antarctica on a map Can describe main features of this continent (Landscape, temperature, animals, humans influences) Can identify major UK and major world river names.
<p>Year 5</p> <ul style="list-style-type: none"> Italy 	<ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America Can locate major cities within Italy and describe reasons for their location Can describe differences in land use between the north and south of Italy Can say what various cities/regions of Italy are 'famous' for– Naples, Vesuvius Venice, Canals Rome, Architecture Milan, fashion
<p>Year 6</p> <ul style="list-style-type: none"> What's in the News? Natural Disasters America – The Lincoln Memorial Highway 	<ul style="list-style-type: none"> Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Can find and name the major countries and surrounding oceans of North and South America on a variety of maps Can locate several states within the USA and describe where they are using appropriate vocabulary Can describe the major environmental regions of the USA and South America concentrating on biomes, mountainous regions, river catchments and national parks.



GEOGRAPHY IMPLEMENTATION



KEY SKILLS – HUMAN AND PHYSICAL GEOGRAPHY

Year 1

- Barnaby Bear – our immediate locality
- Portswood
- Hot/Cold Suitcases

- 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
- Can locate the warmer and colder regions of the earth on a globe/map and relate these to the equator and the polar regions
- Know that the poles are further away from sun than the equator which is why colder
- Can name some features of hot and cold regions of the earth i.e.. Weather/climate, landscapes, and how this affects human activity

Year 2

- Weather/Pollution
- Welcome to Coll
- India

- 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
- Can describe the prevailing weather conditions within the UK I
- Can describe how weather impacts upon human activity—what do people do in different weather conditions?
- Can begin to describe how humans are affecting the weather and describe what pollution could be

Year 3

- Our Place in the World
- Droxford/Wickham
- We are Southampton

- Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
- Can describe the key human and physical features of Wickham
- Can describe how residents of Wickham get their food, where they might work, and how children might occupy themselves

Year 4

- Fragile Earth - Antarctica
- Rivers

- Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, the water cycle
- Can name the parts of a rivers
- Can describe human/physical features around a river.
- Can describe how rivers are essential to some countries and how they are used in farming, transport, energy production etc

Year 5

- Italy

- Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
- Can describe the key human features of the country in which natural disaster occurred - population, cities, specific regions
- Can explain some differences between the main human features of some US states
- Can explain the impact on human features of a natural disaster

Year 6

- What's in the News? Natural Disasters
- America – The Lincoln Memorial Highway

- Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
- Can describe the key human features of the country in which natural disaster occurred - population, cities, specific regions
- Can explain some differences between the main human features of some US states
- Can explain the impact on human features of a natural disaster
- Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, the water cycle
- Can explain plate tectonics and how plates move and shape land and create earthquakes and volcanoes
- Can locate the major volcanic areas on Earth and how they relate to mountains, climate zones, vegetation belts and rivers
- Can explain some differences between the main physical features of some US states



GEOGRAPHY IMPLEMENTATION



KEY SKILLS – GEOGRAPHICAL SKILLS AND FIELDWORK

<p>Key Stage 1</p> <ul style="list-style-type: none"> • Journey Sticks • DigiMap • OS Mapping • Ariel Photographs • Fieldtrips • Junk Modelling and Map Making • Route Following • Atlas Work 	<p>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</p> <p>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</p> <p>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</p> <p>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</p>
<p>Lower Key Stage 2</p> <ul style="list-style-type: none"> • OS Mapping • Grid References • Fieldtrips • Google Maps • Ariel Photographs • DigiMap • Map Making • Atlas Work 	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>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</p> <p>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.</p> <p>Understand and use a widening range of geographical terms e.g. specific topic vocabulary – meander, floodplain, location, industry, transport, settlement, water cycle etc</p>
<p>Upper Key Stage 2</p> <ul style="list-style-type: none"> • OS Mapping • Grid References • Fieldtrips • Ariel Photographs • Google Maps • DigiMap • Map Making • Cartography • Atlas Work 	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>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 his/her knowledge of the United Kingdom and the wider world</p> <p>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</p> <p>Understand and use a widening range of geographical terms e.g. specific topic vocabulary – urban, rural, land, use, sustainability, tributary, trade links etc.</p> <p>Use maps, charts etc. to support decision making about the location of places understand and use a widening range of geographical terms e.g. specific topic vocabulary – climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>

GEOGRAPHY IMPACT



At Portswood Primary School, we pride ourselves on many aspects of our geography curriculum. Pupils are excited and inspired by geography. Their attitudes towards geography are excellent. Its relevance is understood by the pupils and they see the links and progression with what they have studied previously. By Upper Key Stage 2, many pupils have developed an impressive and wide geographical knowledge in terms of the place and locational programmes of study and are equipped with the geographical skills and knowledge to consolidate upon this knowledge. Pupils want to show off what they've learnt, and they have the confidence and geographical vocabulary to do so. Many past pupils have chosen geography as a major subject at GCSE, A-Level and at university level.

The quality of teaching is high. Teachers are creative and are constantly looking to develop geographical knowledge and skills and use them in creative and cross curricular situations. This investment by teachers in making the sessions engaging and memorable is done in a variety of ways. Role-play, teacher-created videos, creative carousels, use of Google Maps and interactive displays enhance the enquiry-based learning that the pupils have instilled. Teachers adapt the medium-term planning and differentiate it effectively to make enjoyable and memorable use of the experiences and diversity of the children.

At Portswood, we can boast a wide diversity of children's cultures, religions and ethnicities. Many of the children at our school have travelled extensively and/or were brought up in other countries. This diversity is utilised effectively by the teachers to develop the knowledge of connections and interdependence between areas of the world and celebrate the huge variety of peoples and places. Pupils realise the opportunities that this wonderfully diverse planet provides. They are motivated to explore the world and interpret it as best they can. Teachers support this curiosity effectively and use their own subject knowledge and experiences to bring the subject to life.

GEOGRAPHY IMPACT



As different areas of the world and different themes are revisited through Key Stages 1 and 2, there is a progression within the skills and knowledge learned. Pupils remember more and, as a result, can do more, gaining more independence in using an enquiry approach and guiding their own learning. Pupil interviews conducted regularly over the last few years support this. In particular, interviews based on knowledge and skills retained in the Year 2 Welcome to Coll and India units, the Year 3 settlement and map skills unit, the Year 4 Fragile Earth and rivers units, the Year 5 Italy unit and the Year 6 natural disasters and their causes unit. In fact, informal conversations around these units also highlighted connections made with units yet to be studied.

Pupils can see the place of their geography learning with a wider context and relate it to their own lives. Their retention of what they have learned is impressive. They are enthusiastic about, inspired by and extremely knowledgeable about geography, and world affairs in a larger context. They appreciate the time and opportunity to explore deeper themes within the subject. This has led to some impressive self-led homework and learning, and excellent outcomes in all year groups.

There are many cross-curricular links utilised, and geography also provides a context for work in other subjects on many occasions. Examples of these include: art when constructing journey sticks, DT when junk modelling and mapping, maths when considering coordinates and compass directions, making pizzas during DT, explanatory writing on volcanoes and biographical writing on Captain Scott, water cycle, materials, reversible and irreversible changes, and rocks and soils work within Science, BeeBots and route planning within computing and PSHE links to citizenship in the units about our responsibility for the planet. Geography also features heavily in the school's SMSC curriculum. There are also especially designed tasks for the able geographers in many of the units which they then present to the subject leader.

Geography is celebrated at Portswood primary school with high-quality displays showing the pupils' achievements. Displays are often seen in opposite key stages which provides inspiration for future year groups.

GEOGRAPHY IMPACT



By the time pupils leave Portswood Primary School, they have a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.

By the time pupils leave Portswood Primary School, they have a respect and responsibility for their local environment and the wider world.

By the time pupils leave Portswood Primary School, they have adopted an enquiry approach to their geography learning and can interpret a range of sources of geographical information, including maps, diagrams, globes and aerial photographs.

By the time pupils leave Portswood Primary School, they understand the processes that give rise to key physical and human geographical features of the world. They use their knowledge and skills learned to interpret the physical and human features of the world around them.

By the time pupils leave Portswood Primary School, they have developed their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

GEOGRAPHY IMPACT



Quality of Teaching

Reviews of teaching and learning in 2019-20 made the following observations about geography in Lower Key Stage 2:

Geography is led with passion and excellent subject knowledge. Curriculum intent is clear with the priority being to develop curiosity, deepen knowledge and encouraging a sense of care for the planet. Themes are developed well across the phase such as the progression in mapping skills which is logical and ordered including introducing symbols in year 3. The subject leader rightly takes pride in the way pupils have embraced global awareness and how staff are so positive in the subject. He is confident that pupil interviews, talking with teachers and work sampling will ensure achievement can be assessed well.

Progression from Key Stage 1 is evident in the phase such as building on the knowledge of the four countries of the UK from Year 2 into looking at places pupils have visited in Year 3. This links to the curriculum policy such as making connections to our place in the world. Awe and wonder are created through the use of maps with pupils eagerly finding places they have visited which had been collected as homework. Teachers need to ensure they take opportunities to model precise geographic terms to fully capitalise on the pupil's enthusiasm for learning. Pupil work reflects progression of skills that follows the medium-term plans.

The pupils say Geography is 'about places, where different countries are and how to travel to them' although they were not always clear on what geography is or what geographers do. When prompted to talk about topics such as the rainforest pupils are animated and display good knowledge of how to keep the world safe. The recent national campaign by two pupils on single use plastics, originating from a school initiative last year, has had significant impact on developing global awareness.

GEOGRAPHY IMPACT

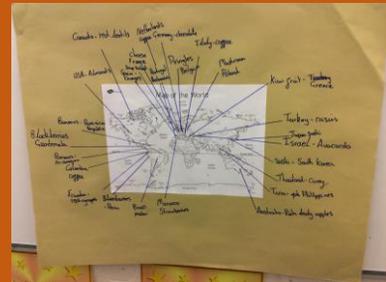


LOCATIONAL KNOWLEDGE

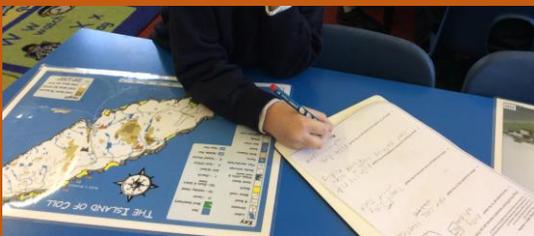
Year 2 – Contrasting Locality: Coll



Year 6 – North America



Year 3 – Travel Diaries



Year 1 – Directional BeeBots



Year 2 – Continents and Biomes



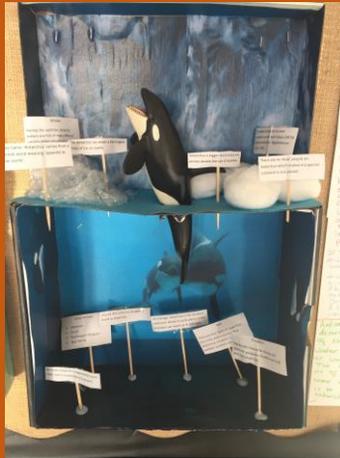
Year 3 – Our Place in the World

GEOGRAPHY IMPACT

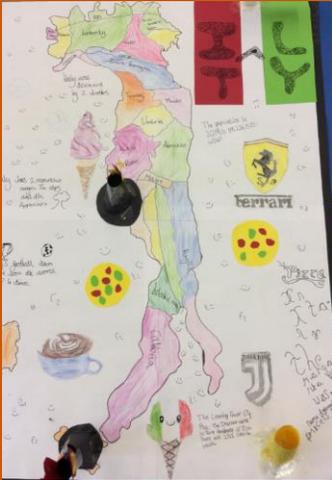


PLACE KNOWLEDGE

Year 4 - Antarctica



Year 6 - USA



Year 5 - Italy

Year 2 – Isle of Coll



Year 4 - Antarctica



Year 5 - Italy

Year 6 - USA



Year 2 - India



Year 5 - Italy

GEOGRAPHY IMPACT



HUMAN AND PHYSICAL GEOGRAPHY



Year 3 - Rivers



Year 2 - Weather



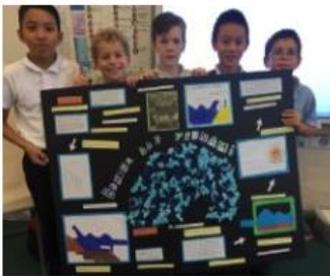
Year 2 – Island Life



Year 5 – Plate Tectonics



Year 2 – Hot/Cold Climates



Year 6 – Natural Disasters

Year 6 – Natural Disasters

GEOGRAPHY IMPACT



GEOGRAPHICAL SKILLS AND FIELDWORK



Year 1 - Mapping



Year 1 – Route Finding



Year 3 – OS Maps



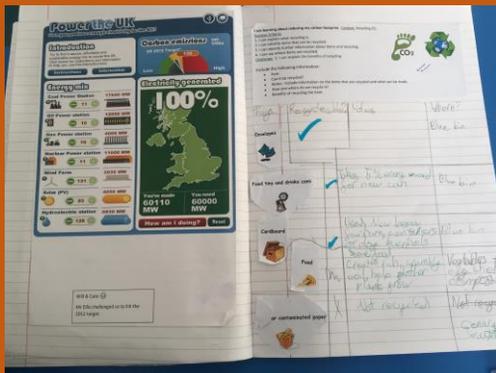
Year 1 – Journey sticks



Year 1 - Junk Mapping



Year 6 - Cartography



Year 3 – Symbols and Atlas Work



Year 3 – Grid References



Year 2 – Mapping

GEOGRAPHY

IMPACT – Pupil Voice



I have learned to stick to relevant details and use atlases with more skill. I've learnt about cartography and how to present a quality map. I have improved my general knowledge and I can make links between things that I couldn't see before. I have learnt how to structure case studies to back up my work and make it more meaningful.

Geography is a bit like history as it's about what's already happened to our planet and what we must do to help it. It's about how people can have a positive or negative impact on the environment. It's also a bit like Science as scientists go to Antarctica to measure the weather and study the animals. It's mainly about the future and what we can do to keep the planet safe and stop pollution.

Natural disasters was my favourite topic as we were given freedom to show off, do our research and then present as a group. The teachers make it so interesting and give us opportunity to learn new skills like atlas work, case studies and map drawing. Geography is different in Year 6. I liked using Google Earth when we studied Italy and enjoyed learning about Antarctica in Year 4 and what we can do to help global warming decrease.

Geography is learning about different places on Earth and where things are on the earth like natural features and settlements. It's about knowing how places depend on each other and links between them and how we are affecting our planet. It's also about how we use maps and atlases to find out about different climates and landscapes. Geography is about rich and poor people and how the place where they live affects them or helps them.

It's when we learn about where we live and where other people live and work. It's studying other countries and where they are and what they are like. I think it is about the future and using photos to look at places.

Using textiles in the Katie Morag helped me gain confidence in my Art and Geography. I think I can understand how places are connected better. I have learned about where people live, what they need to live there and if they can do it. I used co-ordinates to draw maps.

I'd like to study Iceland as it sounds fascinating. Maybe Greenland also as it amazes me that it's so big yet hardly anyone lives or goes there. I'd like to study other planets and how they are constructed.

I loved going to Droxford and meeting people like us and going to Portchester Castle – I like castles. I wrote to a pen pal and met them. I also loved learning about Katie Morag and Coll. We used maps, photos and also watched the videos. I watched them at home for ages as well.'

I enjoyed learning about rivers and when Mr May came to teach us about your five favourite rivers on each continent. I also enjoyed learning about travelling to Antarctica, how to get there and how to save it. When we looked at the plastic problem, it reminded me of our Yr 4 work.

Geography makes me want to travel and see the world. I love planning routes and giving directions to faraway places. I don't like flying so I will have to go in a boat and over land. I want to meet new people and learn about their lives.

I love it when we get to work in groups on a presentation. I find that way I can be really creative and help others. My general knowledge has massively improved in geography as the teachers do quizzes and songs to inspire us.

Fragile Earth when we studied Antarctica was brilliant. I learned how we must protect this place and use less fossil fuels and more renewable energy. Global Warming is our choice and we must look after our carbon footprint.