



## **Geography scheme of work (from Sep 2021) -**

**Christian values underpinning learning:** *Together we love and respect. We are creative, we are determined, we are confident, we are kind.*

### **Intent**

The National Curriculum (2014) forms the basis for all subject teaching ensuring continuity and progression in an age related curriculum. In addition, teachers make sure the content is relevant and stimulating by delivering through themes and topics. Some of our children do not have much knowledge of the world beyond our local area, so we want them to become fascinated and learn about the wider world.

Our geography curriculum has been developed because we believe that:

- Children need to be inspired with a curiosity and fascination about the world and its people.
- Children need to be equipped with knowledge about diverse places and people.
- Children need to understand the Earth's key physical and human processes
- Children need to understand the world's natural resources and human environments.
- Children need to have fluency in complex, geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques.
- Children need to have highly developed and frequently utilised fieldwork and other geographical skills and techniques.
- Children need to have the ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.

### **Implementation**



Geography is often the theme of a class topic. It is essential that staff plan units so that they are cross curricular, linking to subjects where appropriate. Although geography can be dominated by knowledge we connect a series of skills through the scheme of work that are matched to age and stage of development. Skills include geographical enquiry and map skills such as reading and creating maps as well as developing the skills of presentation and organisation.

St Blaise School believes that trips, visits and the use of artefacts are essential in the implementation of engaging children in their geography learning. We use local museums as well as local locations including walks around where our school is. Teaching children to respect our planet and its people is vital; by using first hand experiences pupils have a far better understanding of its importance. Additional information about teaching techniques can be found in our school learning and teaching policy.

We provide different topics covering a range places and aspects of geography – both local and around the world. Poplar and Maple are still on a 2-year cycle but years 3 and 4 have now been separated. It is expected that in 2022, all classes will be single year, and this will be the structure.

Class	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Oak	<b>Wonderful Me</b>	<b>Autumn magic</b>	<b>Home Sweet Home</b>	<b>Who's hatching?</b>	<b>Down at the bottom of the garden</b>	<b>Let's Tinker</b>
Poplar (Year 1)	<b>Castles</b> Castle visit	<b>Buzzing Brains (Inventors)</b> Theatre trip Science visitor	<b>Our Wonderful World</b> Museum trip	<b>Our Wonderful World</b>	<b>Food Glorious Food</b>	<b>On the Farm</b> Farm visit – Farmer Gows
Poplar (Year 2)	<b>Toys through time</b> Woodstock Museum	<b>Fizz, Pop, Bang</b> Theatre trip	<b>Amazing Africa</b> School twinning	<b>On Safari</b> Cotswold wildlife park	<b>Exploring the UK</b>	<b>My town (Didcot)</b>
Beech (Year 3)	<b>Scavengers and Settlers (Stone Age to Iron Age)</b> Court Hill Residential – white horse, waylands smithy Wittenham Clumps	<b>Extreme Explorers</b> Theatre trip	<b>Lights, Camera, Action!</b> Science at Abingdon school or Science Oxford Theatre tour Joseph production	<b>Groovy Greeks</b> Museum - Ashmolean	<b>Ready Steady Grow</b> Oxford Botanic Garden and Arboretum or Harcourt Arboretum Tesco's visit or farm shop	<b>Fighting Fit</b>
Willow (Year 4)	<b>Marvellous Maps</b> Local walks Court Hill Residential	<b>Protect our Planet (2021-2022)</b> Living Rainforest	<b>Ancient Egypt</b> Museum	<b>Ancient Egypt</b>	<b>Full Steam Ahead! (Railways)</b> Didcot Railway Centre	<b>Shocking Science</b>



		Recycle centre <b>Under the Canopy (Rainforests) (2022 onwards)</b> Living Rainforest			Journey on a train	
Maple (Year 5)	<b>Magnificent Mayans</b>	<b>Earth and Beyond</b> Stargazing	<b>Earth and Beyond</b>	<b>Around the world in 80 days</b>	<b>Around the world in 80 days</b>	<b>Lest We Forget (WW2)</b> Train trip with evacuees
Maple (Year 6)	<b>Extreme Earth</b>	<b>Extreme Earth</b>	<b>Invaders and Settlers</b>	<b>Invaders and Settlers</b>	<b>Rivers and Waterways</b>	

At the beginning of a unit of work/theme/topic children input ideas about what they want to learn and find out; often through brainstorming questions or bringing in resources. Where possible we engage parents in supporting the initial resourcing of projects as well as offering them show case style events that promote the learning that has taken place.

Planning will take into account the wide range of geographical vocabulary needed to enable children to speak with confidence and accuracy.

### St Blaise Scheme of work

	Foundation Stage	KS1		KS2			
		Poplar Year A (Year 1)	Poplar Year B (Year 2)	Year 3	Year 4	Maple Year A (Year 5)	Maple Year B (Year 6)
Locational Knowledge	Name my town.  Say where I live	*Name, locate and identify the four countries of the United Kingdom ( <b>Food</b>	*Name, locate and identify characteristics of the four countries and capital cities of the	*Locate and name the continents on a World Map. ( <b>Extreme Explorers</b> )	* On a world map, locate areas of similar environmental regions, either desert,	*Locate the main countries in Europe and North or South America. Locate and	*On a world map locate the main countries in Africa, Asia and



		<p><b>Glorious Food)</b></p> <p>*Name and locate the world's seven continents (<b>Our Wonderful World</b>)</p>	<p>United Kingdom and its surrounding seas. (<b>Exploring the UK</b>)</p> <p>*Name and locate the world's seven continents and five oceans. (<b>Amazing Africa</b>)</p>	<p>*Locate the main countries of Europe inc. Russia. Identify capital cities of Europe. (<b>Ancient Greece</b>)</p> <p>*Locate and name the countries making up the British Isles, with their capital cities. (<b>Scavengers and Settlers, Ready Steady Grow</b>)</p> <p>*Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn. (<b>Extreme Explorers</b>)</p>	<p>rainforest or temperate regions. (<b>Marvellous Maps</b>)</p> <p>*Locate and name the main counties and cities in/around Oxfordshire (<b>Full Steam Ahead!</b>)</p> <p>*Identify longest rivers in the world, largest deserts, highest mountains. Compare with UK. (<b>Marvellous Maps</b>)</p>	<p>name principal cities. (<b>Around the World in 80 days</b>)</p> <p>*Compare 2 different regions in UK rural/urban. (<b>Around the World in 80 days</b>)</p> <p>*Locate and name the main counties and cities in England. (<b>Lest We Forget</b>)</p> <p>*Linking with History, compare land use maps of UK from past with the present, focusing on land use. (<b>Lest We Forget</b>)</p> <p>*Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time (<b>Around the World in 80 days</b>)</p>	<p>Australasia/Oceania. (<b>Natural Disasters</b>)</p> <p>*Identify their main environmental regions, key physical and human characteristics, and major cities. (<b>Natural disasters, Rivers and waterways</b>)</p> <p>*Linking with local History, map how land use has changed in local area over time. (<b>Rivers and Waterways</b>)</p> <p>*Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time. (<b>Rivers and Waterways</b>)</p>
Place Knowledge		<p>*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.</p>	<p>*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</p>	<p>*Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country. (<b>Extreme Explorers</b>)</p>	<p>*Compare a region of the UK with a region in North or South America, eg. local hilly area with a flat one or under sea level. (<b>Protect our Planet or Marvellous Maps, Rainforests from 2022</b>)</p>	<p>*Compare a region in UK with a region in N. or S. America with significant differences and similarities. (<b>Around the World in 80 days</b>)</p>	<p>*Compare a region in UK with a region in N. or S. America with significant differences and similarities. Understand and explain some of the reasons for similarities and differences. (<b>Natural Disasters</b>)</p>



		<b>(Our Wonderful World)</b>	<b>(Amazing Africa)</b>				
Human and Physical Geography	Discuss weather and seasons	<p>*Identify seasonal and daily weather patterns in the United Kingdom. <b>(Food Glorious Food)</b></p> <p>*Use basic geographical vocabulary to refer to: -key physical features, including: forest, hill, mountain, soil, valley, vegetation. -key human features, including: city, town, village, factory, farm, house, office. <b>(Food Glorious Food, On the Farm, Our Wonderful World)</b></p>	<p>*Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. <b>(Amazing Africa)</b></p> <p>*Use basic geographical vocabulary to refer to: -key physical features, including: forest, hill, mountain, soil, valley, vegetation. -key human features, including: city, town, village, factory, farm, house, office. <b>(Amazing Africa, Exploring the UK, My Town)</b></p>	<p>*Describe and understand key aspects of Physical Geography (climate zones, biomes &amp; vegetation belts and the water cycle)linked to the Geography theme being studied <b>(Extreme Explorers)</b></p> <p>*Describe and understand key aspects of Human Geography (types of settlement and land use, economic activity, trade links, distribution of natural resources) linked to the Geography theme being studied <b>(Scavengers and Settlers, Ready, Stead, Grow!)</b></p>	<p>Describe and understand key aspects of Physical Geography (climate zones, biomes &amp; vegetation belts, rivers and mountains) linked to the Geography theme being studied <b>(Protect Our Planet)</b></p> <p>*Describe and understand key aspects of Human Geography (types of settlement and land use, economic activity, trade links, distribution of natural resources) linked to the Geography theme being studied <b>(Marvellous Maps, Protect our Planet (Rainforests))</b></p>	<p>Describe and understand key aspects of Physical Geography (climate zones, biomes &amp; vegetation belts, rivers, mountains, volcanoes, earthquakes and the water cycle)linked to the Geography theme being studied <b>(Around the World in 80 days)</b></p> <p>*Describe and understand key aspects of Human Geography (types of settlement and land use, economic activity, trade links, distribution of natural resources) linked to the Geography theme being studied <b>(Around the World in 80 days)</b></p>	<p>Describe and understand key aspects of Physical Geography (climate zones, biomes &amp; vegetation belts, rivers, mountains, volcanoes, earthquakes and the water cycle)linked to the Geography theme being studied <b>(Natural Disasters, Rivers and Waterways)</b></p> <p>*Describe and understand key aspects of Human Geography (types of settlement and land use, economic activity, trade links, distribution of natural resources) linked to the Geography theme being studied <b>(Natural Disasters, Rivers and Waterways)</b></p>
Geographical Skills and Fieldwork	Make 3D maps and discuss what they represent	<p>*Use world maps, atlases and globes to identify the United Kingdom and its countries. <b>(Our Wonderful World, Food Glorious Food)</b></p> <p>*Use simple fieldwork and observational skills</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. <b>(Exploring the UK, My</b></p>	<p>*Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. <b>(Extreme Explorers, Groovy Greeks)</b></p>	<p>*Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. <b>(Marvellous Maps, Protect our Planet (Rainforests))</b></p>	<p>*Use maps, atlases, globes and digital/computer mapping mapping (Google Earth) to locate countries and describe features studied. <b>(Magnificent Mayans, Around the World in 80 days)</b></p>	<p>*Use maps, atlases, globes and digital/computer mapping mapping (Google Earth) to locate countries and describe features studied. <b>(Natural Disasters, Rivers and Waterways)</b></p>



		to study the geography of their school and its grounds and the key human and physical features of its surrounding environment ( <b>Food Glorious Food, On the Farm</b> )	<p><b>Town)</b></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. (<b>Exploring the UK, My Town</b>)</p>	<p>*Learn the eight points of a compass, 2 figure grid reference (maths coordinates), some basic symbols and key (including the use of a simplified Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. (<b>Scavengers and Settlers (Residential)</b>)</p> <p>*Use fieldwork to observe and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. (<b>Scavengers and Settlers (Residential)</b>)</p>	<p>*Learn the eight points of a compass, four-figure grid references. (<b>Marvellous Maps (Residential), Protect our Planet (Rainforests)</b>)</p> <p>*Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. (<b>Marvellous Maps (Residential), Protect our Planet (Rainforests)</b>)</p>	<p>*Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present. (<b>Around the World in 80 days</b>)</p> <p>*Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. (<b>Around the World in 80 days</b>)</p>	<p>*Extend to 6 figure grid references with teaching of latitude and longitude in depth. Expand map skills to include non-UK countries. (<b>Rivers and Waterways</b>)</p> <p>*Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. (<b>Rivers and Waterways</b>)</p>
--	--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

## Impact

### Long term:

- That children’s experiences will support the acquisition of geographical knowledge
- That children will be able to communicate effectively to others – imparting their knowledge and enthusiasm
- That children will make decisions in life that will be underpinned by a knowledge of the world
- That children will understand the diversity of the world and will respect its natural resources and processes.



- That children will be able to build on their knowledge throughout their education then adult life – creating lifelong learners
- That most children will have an on-going interest and in some cases a passion for geography

#### Assessment in geography:

- Pupil voice – to check understanding, understanding of key techniques, progression, confidence in discussing history
- Displays and books – opportunity to practice skills, varied and engaging curriculum, showcased final pieces, clear progression in skills
- Feedback from parents and guests who attend show case events

#### Role of the co-ordinator:

- Celebrate successes
- Collate appropriate evidence over time – this should show that pupils know and remember more over time
- Monitor the standards in the subject to ensure that outcomes are at expected levels
- Provide ongoing support/ signposting