



Geography scheme of work (from Sep 2022) -

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 should be inspired with a curiosity and fascination about the world and its people.
- Children should be equipped with knowledge about diverse places and people, so they can develop empathy and understanding.
- Children should develop an understanding of the Earth's key physical and human processes.
- Children should develop an understanding of the world's natural resources and human environments.
- Children should develop skills in geographical enquiry; the ability to apply questioning skills and use effective analytical and presentational techniques.
- Children should practise and develop geographical skills and techniques through fieldwork.
- Children should have opportunities to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.
- Children should develop good knowledge of Environmental Geography, so they understand the relationship between human activity and its environmental impact.



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	Wonderful Me Different families People and cultures	Autumn magic Seasonal changes to the environment British wildlife My local environment Fieldwork Recycling – make recycled paper	Home Sweet Home Comparing and contrasting town and country Different homes Physical and human features Making maps Jobs people do The Countryside code, caring for the environment Fieldwork	Who's hatching? Seasonal changes to the environment Fieldwork	Down at the bottom of the garden Fieldwork	Let's Tinker Traveling
Poplar (Y1)	Dungeons and Dragons Use basic geographical vocabulary to refer to key physical & human features	Buzzing Brains	Here We Are Use simple fieldwork & observational skills to study geography of school, grounds & key human &	Exploring the UK Use basic geographical vocabulary to refer to key physical & human features	Food Glorious Food Use basic geographical vocabulary to refer to key physical & human features	Down On the Farm Use basic geographical vocabulary to refer to key physical & human features



	Use world maps, atlases & globes		physical features of surrounding environment. Understand geographical similarities & differences by studying human & physical geography of small area of the UK	Name, locate & identify 4 countries of the UK (Use world maps, atlases & globes) Identify seasonal & daily weather patterns in the UK.		Understand geographical similarities & differences by studying human & physical geography of a small area of the UK.
Ash (Y2)			Unit plan - Africa	Unit plan – contrasting localities		Maps/ world locations – routes
Beech (Y3 & Y4) Year A	Milton Heights Maps and plans of Milton Heights How has it changed over time?	American Road Trip Locate N America & oceans. Maps of physical features, cities, climate and biomes. Cities and landmarks. How does it compare to other places?	Tombs, Temples and Tourists	Tombs, Temples and Tourists	Electricity	Fighting Fit
Beech (Y3 & Y4) Year B						
Maple (Y5 & Y6) Year A 2023-24	Lost in the Jungle	Lost in the Jungle	Earth and Beyond	Earth and Beyond	Full Steam Ahead	Full Steam Ahead
Maple (Y5 & Y6) Year B 2022-23	Invaders and Settlers	Invaders and Settlers	Extreme Earth Volcanoes, Floods, Hurricanes and other Natural Disasters	Extreme Earth Volcanoes, Floods, Hurricanes and other Natural Disasters	Rivers and Waterways (River Thames and Local Study)	Rivers and Waterways (River Thames and Local Study)

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

Locational Knowledge						
EYFS	KS1		KS2			
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>*Familiarise children with the name of their road / village / town where school is located.</p> <p>*Look at aerial views of the school, encouraging children to comment on what they notice, recognising buildings, open spaces, roads and other simple features.</p> <p>*Explore different journeys, by bike, car, train, boat and plane. Where shall we go? What do we see?</p>	<p>*Name, locate and identify the four countries of the United Kingdom</p> <p>Scale: World, zoom in look at land masses and oceans.</p> <p>Zoom in to see rivers, mountains, cities.</p> <p>Zoom in to UK: locate 4 countries and some physical features, mountains and rivers.</p>	<p>*Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Road trip across UK, visit 3 settlements and 3 physical features</p> <p>*Name and locate the world's seven continents and five oceans.</p> <p>Postcards from around the world.</p>	<p>*Locate and name the continents on a World Map.</p> <p>*Locate the main countries of Europe inc. Russia. Identify capital cities of Europe.</p> <p>*Locate and name the countries making up the British Isles, with their capital cities.</p> <p>*Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn</p> <p>Hot and cold places</p>	<p>*On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions.</p> <p>*Locate and name the main counties and cities in/around Oxfordshire</p> <p>*Identify longest rivers in the world, largest deserts, highest mountains. N.America Compare with UK.</p> <p>Create a world map – colour, add animals, physical features etc.</p>	<p>*Locate the main countries in Europe and North or South America. Locate and name principal cities.</p> <p>*Compare 2 different regions in UK rural/urban.</p> <p>*Locate and name the main counties and cities in England.</p> <p>*Linking with History, compare land use maps of UK from past with the present, focusing on land use.</p> <p>*Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time</p>	<p>*On a world map locate the main countries in Africa, Asia and Australasia/Oceania.</p> <p>*Identify their main environmental regions, key physical and human characteristics, and major cities.)</p> <p>Environmental geography</p> <p>*Linking with local History, map how land use has changed in local area over time.</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.</p> <p>Changes</p>



						Erosion / slower changes, can erosion be good?
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Place Knowledge						
EYFS	KS1		KS2			
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>*Recognise some similarities and differences between life in this country and life in other countries.</p> <p>*Teach children about places in the world that contrast with locations they know well.</p> <p>*Use images, video clips, shared texts and other resources to bring the wider world into the classroom, listen to what children say about what they see.</p> <p>*Avoid stereotyping and explain how children's lives in other countries may be similar or different in terms of how they travel to school, what they eat, where they live etc.</p>	<p>*Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.</p> <p>My Town Farms</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>Contrasting locality, non-European</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.</p> <p>European holiday</p>	<p>*Compare a region of the UK with a region in North America, eg. local hilly area with a flat one or under sea level.</p> <p>North American road trip</p>	<p>*Compare a region in UK with a region in South America with significant differences and similarities.</p> <p>Rainforests</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.</p> <p>Migration – Americas / Carribean</p>



*Talk about places I know: My home, my school, town and country. Compare with other places in the world.						
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Human and Physical Geography						
EYFS	KS1		KS2			
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>*Understand the effect of the changing seasons on the natural world around them.</p> <p>*Create opportunities to discuss how we care for the natural world around us.</p> <p>*Model the vocabulary needed to name specific features of the natural world, both natural and man-made.</p>	<p>*Identify seasonal and daily weather patterns in the United Kingdom.</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.</p>	<p>*Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</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.</p>	<p>*Describe and understand key aspects of Physical Geography (climate zones,)linked to the Geography theme being studied</p> <p>Hot and cold places What is the climate like?</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</p>	<p>Describe and understand key aspects of Physical Geography (biomes & vegetation belts, rivers and mountains) linked to the Geography theme being studied</p> <p>How climate affects vegetation, biomes.</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</p>	<p>Describe and understand key aspects of Physical Geography (climate zones, biomes & vegetation belts, rivers, mountains, volcanoes, earthquakes and the water cycle)linked to the Geography theme being studied</p> <p>Why is so much of South America rainforest? What is the rainforest like? Linking climate and vegetation. The Amazon River. Links between rainforest and climate change.</p>	<p>Describe and understand key aspects of Physical Geography (climate zones, biomes & vegetation belts, rivers, mountains, volcanoes, earthquakes and the water cycle)linked to the Geography theme being studied</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</p>



				<p>How have humans developed the land in North America?</p> <p>Physical Features of North America and Human Settlements and their locations.</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</p> <p>Why does deforestation occur? Why is the rainforest such an important resource for humans?</p> <p>Why is deforestation such a problem? Who's problem is it? Do Brazil own the Amazon or is it a global resource?</p>	<p>Natural disasters</p> <p>Climate change</p>
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Geographical Skills and Fieldwork						
EYFS	KS1		KS2			
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>*Draw information from a simple map.</p> <p>*Draw children's attention to the immediate environment.</p>	<p>*Use world maps, atlases and globes to identify the United Kingdom and its countries.</p>	<p>*Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map;</p>	<p>*Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p>	<p>*Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p>	<p>*Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p>	<p>*Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p>



<p>*Offer opportunities for children to choose to draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with.</p> <p>*Create 3D / messy maps and discuss what they represent.</p> <p>*Explore the natural world around them. Encourage interactions with the outdoors to foster curiosity through hands-on experiences.</p> <p>*Fieldwork in the science garden and welly walks.</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>and use and construct basic symbols in a key.</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>*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.</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.</p>	<p>*Learn the eight points of a compass, four-figure grid references.</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.</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.</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.</p>	<p>*Extend to 6 figure grid references with teaching of latitude and longitude in depth. Expand map skills to include non-UK countries.</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.</p> <p>Signs of erosion in the environment</p>
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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