

	Autumn	Spring	Summer
EYFS	Where do I live?	Where do I live? Where do I go at home to...? Where do I go in school to...? Where do I go in Baddesley to...? Where do I go for special times with my family? What features can I see on my way to school? How do people travel to faraway places? Who has travelled to faraway places? How do I get to family's houses? How do I travel to go on holiday? Where can I find the sea?	Where do I like to go on holiday? What do I see and do at the seaside?
Year 1	How do maps show the local area? Case study: Baddesley Ensor	Why do tourists visit the United Kingdom? Case study: London	How do seasons change the environment? Case study: The National Forest
Year 2	What are the physical and human features of the world? Case study: Africa	How is Malawi similar and different to the UK? Case study: Malawi	How are locations by the coast similar and different? Case study: Blackpool and Rio De Janeiro
Year 3	How do different natural disasters impact on locations and people? Case study: European country (Italy) and Pompeii.		What are the human and physical features of Warwickshire? Case study: Warwickshire
Year 4	How do the physical features of rivers impact on locations and people? Case study: Nile and Amazon		What are the similarities and differences between North and South America? Case study: New Orleans and Rio De Janeiro
Year 5	How do the physical features of mountains impact on locality? Case study: Alps		Why is the Amazon rainforest important? Case study: Amazon

Year 6

What is the importance of African trade to different countries?

Case study: Chocolate

How are the physical features of the Polar regions different to the UK?

Case study: Tromso

What is the impact of sustainability on the environment?

Case study: Peak District

	Autumn	Spring	Summer
EYFS	<p>Directional language</p> <p>Use simple observational skills to study the geography of their school and surrounding areas.</p> <p>Identify seasons</p>	<p>Directional language</p> <p>Identify seasons</p> <p>Use simple observational skills to study the geography of their school and surrounding area noticing features.</p>	<p>Identify seasons</p> <p>Noticing features of other places important to them (the seaside).</p> <p>Identifying place names.</p>
Year 1	<p>Use aerial photographs to recognise 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>Directional language [for example, near and far, left and right], to describe the location of features and routes on a map.</p>	<p>Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas.</p> <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),</p>	<p>Identify seasonal and daily weather patterns in the United Kingdom.</p> <p>Use simple compass directions (north, south, east and west).</p>
Year 2	<p>Name and locate the world's 7 continents and 5 oceans.</p> <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).</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>Studying the human and physical geography of a small area of the United Kingdom</p> <p>Key physical and human features, including: beach, cliff, coast, sea, town, port, harbour.</p> <p>Use simple compass directions (north, south, east and west).</p>

Year 3	<p>Describe and understand key aspects of physical geography, including: vegetation belts, volcanoes and earthquakes.</p> <p>Study of a region of a European country.</p> <p>Human geography- land use around volcanoes.</p>		<p>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</p>
Year 4	<p>Describe and understand key aspects of physical geography, including: rivers and the water cycle.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region in South America.</p>		<p>Understand geographical similarities and differences through the study of human and physical geography of a region in South America.</p> <p>Physical geography, including: climate zones, biomes and vegetation belts, rivers.</p> <p>Human geography, including: land use.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>
Year 5	<p>Locate the world's countries, using maps to focus on Europe.</p> <p>Human geography, including: types of settlement, land use and economic activity.</p> <p>Describe and understand key aspects of physical geography, including: climate zones, biomes and mountains.</p>		<p>Use the 8 points of a compass, 4- and 6-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>
Year 6	<p>Human geography, including: types of settlement and land use, economic activity including trade links.</p> <p>Identify the position and significance of latitude, longitude, Equator,</p>	<p>Identify the position and significance of latitude, longitude, Northern Hemisphere, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p> <p>Physical geography, including: climate zones, biomes.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Human geography including land use, trade links.</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>Use the 8 points of a compass, 4- and 6-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>Human geography including the distribution of natural resources including energy.</p>

Rationale

Constructed to ensure prior learning is revisited.

Core knowledge and vocab decided based on requirements of the NC.

Areas of study have been chosen based on the demographic and needs of the school to expose children to as much as possible.

Each NC thread is built on over time, so children learn more and remember more.

The units are enquiry led and have overarching key questions for each unit with specific more detailed questions for each lesson. These form the basis of the AfL.

Each lesson starts with the opportunity to revise the previous and any prior knowledge they need in the lesson upcoming to support children with embedding the knowledge in their long-term memory.

Visits are suggested where it will enhance the curriculum being taught further to make units more purposeful and engaging. This might be at the start, middle or end of a unit, depending on where it fits best.

The schools core values are weaved throughout the curriculum for Geography, these are respect (for the environment), fostering a love for the outdoors and people from other cultures, being safe (with a safeguarding link) (Africa rights of a child), British values, tolerance, diversity, respect, fair trade, rights of the child, partnerships with other communities and Christian values.

We believe that through the accumulation and application of knowledge children are equipped to experience life in all it's fullness (John 10:10)

Lesson structure:

- Enquiry driving question
- Individual key question.
- Vocab is made explicit of what is going to be taught and looked at and then it is referred to throughout the lesson.
- Prior learning at the start of each lesson.
- New Knowledge to be shared through a range of sources, e.g direct instruction, video clips, experiences, artefacts, maps and photographic sources.
- The use of effective questioning throughout the lesson to check their understanding (consider where you may need to clarify understanding).
- Tasks are meaningful, geography specific and aid in the answering of the individual key question.
- Consider how you impart new knowledge taking into account cognitive overload, break down the information, including opportunities for application of new learning- discussions, post its, whiteboards, activity etc.
- Exit ticket of answering the enquiry question is used for assessment purposes.

(Have this to rag rate for lesson obs)