



## Geography scheme of work



**The study of geography is about more than just memorizing places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. And in the end, it's about using all that knowledge to help bridge divides and bring people together. Barak Obama**

Christian values underpinning learning: To develop a life of faith in God and **respect** for the dignity of all human beings; to nurture **resilient** thinkers rather than mere reflectors of others' thoughts; to promote **compassion, co-operation** and **happiness** through loving service rather than selfish ambition; to ensure maximum development of each individual's potential; and to embrace all that is true, good, and beautiful.

### 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. We believe that all children are entitled to receive a high-quality of education regardless of their needs or disabilities. Teachers will ensure that all pupils needs are identified and reviewed regularly, and that appropriate support is put in place. We work in collaboration with the children's parents, external agencies and other professionals to ensure that there is a collaborative approach to supporting our pupils with SEND. Teachers will provide a learning environment that is tailored to the needs of all pupils including those with additional needs. It is our intention that our children will be equipped with the skills needed to become independent learners, both inside and outside of the classroom. All pupils should expect to receive an education that enables them to achieve the best possible outcomes, and become confident, able to communicate their own views and ready to make a successful transition into secondary school and then adulthood.

## **Our Geography curriculum has been developed because we believe that it offers pupils the opportunity to develop the skills, knowledge, and understanding required to become global citizens.**

Identifying and responding to local, national and international issues. We aim to use Geography to enrich pupils' lives, opening the door to a range of other subjects, further study, and future careers.

At Fletewood School, we offer a structure and sequence of lessons to help teachers ensure that they have covered the skills required to meet the aims of the national curriculum. The content allows for a broader, deeper understanding of the four areas of geography identified in the curriculum. It will develop contextual knowledge of the location of globally significant places and understanding of the processes that give rise to key physical and human geographical features of the world, along with how they bring about variation and change over time.

We intend to develop children's curiosity and a fascination of the world and its people that will remain with them for the rest of their lives. The units offer a range of opportunities for investigating places around the world as well as physical and human processes. The lessons are intended to improve children's geographical vocabulary, map skills and geographical facts and provide opportunities for consolidation, geographical facts and provide opportunities for consolidation, challenge and variety to ensure interest and progress in the subject.

### **Implementation**

All pupils including those with SEND will be provided with high quality teaching and resources adapted to meet their individual needs. Where appropriate, pupils may be supported 1:1 or in a small group to enable them to access the curriculum.

In KS1, children begin to use maps and recognise physical and human features to do with the local area, building to using maps to explore the continents and oceans of the world in year 2. Further, in year 2, children will begin to compare where they live to places outside of Europe and ask and answer geographical questions. In KS2, map skills are developed further using digital maps, more keys and symbols and children begin to use more fieldwork skills. Through revisiting and consolidating skills, our lesson plans and resources help children build on prior knowledge alongside introducing new skills and challenges. All children expand on their skills in local knowledge, place knowledge, human and physical geography, geographical skills and fieldwork. Across both key stages, children have a range of opportunities to experience geography through practical engaging tasks beyond the classroom. Our lessons come with end of unit assessments to give the teacher and adults leading geography confidence in the progression of skills and knowledge and that outcomes have been met. Key words are also highlighted in each lesson pack, to be used by children to deepen their geographical knowledge.

Subject overview:

*Year A*

<b>Class</b>	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Class 1 (EYFS)</b>	<b>Understanding the World – <i>The Natural World</i></b>	<b>Understanding the World – <i>Past and Present</i></b>	<b>Understanding the World – <i>People, Culture &amp; Communities;</i></b>
<b>Class 2 (Y1/2)</b>	Our School This Our School unit will teach the class about the world, starting with their immediate environment and building on the firm foundations from the Early Years Foundation Stage. Children will explore their school environment using first-hand observation and experience to enhance their awareness along with essential map skills and fieldwork.	What a Wonderful World This topic will teach the class the about the location of countries, continents and oceans of the world in relation to the position of the United Kingdom and children’s own locality. Children will develop global awareness by looking in detail at the position of the seven continents and five oceans of the world, understanding that the world is spherical and creating their own journeys across the world. Children continue to build on their map skills developed in Year 1 using atlases, world maps and globes more widely, along with using aerial photographs to recognise human and physical features including landmarks.	Wonderful Weather This Wonderful Weather unit will teach the class about the different types of weather in their immediate environment. The children will then have the opportunity to build on this knowledge of the four seasons. The unit will introduce them to hot and cold areas of the world and the impact of different weather types. Children will have opportunities to observe and record the weather, present their own weather forecasts, and make valuable links with Science, Computing, Numeracy, and Literacy across the curriculum.
<b>Class 3 (Y3/4)</b>	Somewhere to settle In this unit, children head back in time to find out how the towns and cities of the UK first developed. Children will learn about the needs and requirements early settlers had when choosing a place to build a home. They will look at place names around the UK to see how the Anglo-Saxons, Romans and Vikings all left their mark. Through use of digital and paper maps, children will investigate land use in different sized settlements and the ways in which settlements are linked together. At the end of the unit, children draw together all their learning about settlements to design their own new settlement!	The UK In this unit, children will take a look at the geography of the UK - from the physical features of mountains, rivers and seas to the man-made administrative regions and counties. They will find out how the UK has changed over time, looking at how London grew and how the population of the UK as a whole has changed throughout the course of history.	Rainforests In this unit, children will take a look at the geography of the UK - from the physical features of mountains, rivers and seas to the man-made administrative regions and counties. They will find out how the UK has changed over time, looking at how London grew and how the population of the UK as a whole has changed throughout the course of history.
<b>Class 4 (Y5/6)</b>	Fair trade / Trade and economics In this unit, the children find out about how goods and services are traded around the world. They will explore the UK’s trade links today and in the past, finding out about goods imported and exported and the methods of transport used. Through a more detailed look at one of the UK’s trade partners, the children will learn about the benefits of trading internationally, as well as the risks to this area. The children will also learn about fair trade and why it is important in a global market.	Amazing Americas In this unit about the Amazing Americas, children will first find out about the continents of North and South America, and the countries that form them. They will also look in more detail at some of the contrasting regions of the Americas, finding out about the landscape, climate and locations of each area. There is the opportunity to carry out a detailed fieldwork study of the children’s local area to help them to identify the similarities and differences between a region of the Americas and where	Marvellous Maps Marvellous Maps allows children to further explore the range of maps available to geographers and to develop their understanding of the key features of maps. They will study a range of maps and atlases, including digital maps, and compare their features. They will learn to use the eight compass points to give directions and give grid references to locate places on a map. By comparing maps of the same place, children will learn about the way that places have changed over time.

		they live. Children will also develop their map and atlas skills and practise reading and writing coordinates. They will learn about the ancient and new wonders of the world, specifically those of the Americas, and they will research a natural wonder of the Americas and create their own presentations to teach others what they learn.	
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### Year B

Class	Autumn Term	Spring Term	Summer Term
<b>Class 1 (EYFS)</b>	<b>Understanding the World – <i>The Natural World</i></b>	<b>Understanding the World – <i>Past and Present</i></b>	<b>Understanding the World – <i>People, Culture &amp; Communities</i></b> ;
<b>Class 2 (Y1/2)</b>	Let's Go to China This unit will teach the class about the geography of China through focusing on the main human and physical features of the country, extending children's knowledge of the world. Children will learn about the geographical similarities and differences between China and the United Kingdom. Children continue to build on their map skills using atlases, world maps and globes more widely, along with using webcams, online mapping programmes and interpreting a range of information.	Sensational Safari This unit will teach your class about the geography of Kenya through focusing on the main human and physical features of the country. Children will learn about the key geographical features of the country including Kenyan wildlife, landscapes and culture. Children will learn about the similarities and differences between Kenya and the UK along with continuing to develop their geographical skills through a variety of fun and interactive activities.	Our Country In this unit, the class will learn about the countries of the UK developing learning beyond children's immediate environment and own locality to the UK in general. Children will explore the UK by looking at individual countries, capital cities, human and physical features along with comparing and contrasting the capital cities of London and Brasilia in detail. This unit provides everything you need to give your class a greater insight into the UK and beyond.
<b>Class 3 (Y3/4)</b>	Extreme Earth This Extreme Earth unit will teach the class about the destructive powers of nature, from volcanoes and earthquakes to tsunamis and tornadoes. Through discussion and practical tasks, children will learn about how and why these natural phenomena occur, and the ways in which they affect people and the environment.	Land use This unit on land use provides children with the chance to take a careful look at the places around them and begin to look for patterns in land use. They will become cartographers, making maps of the local area, and agricultural surveyors by considering where different types of farming activities occur within the UK.	
<b>Class 4 (Y5/6)</b>	Enough for Everyone (sustainability) In this unit, children will think about the needs of a settlement, and the needs of the planet as a whole. They will find out where resource such as power and food come from and look at ways in which natural resources can be conserved. After	Raging rivers/ In this Unit, children find out about the major mountains of the world and the UK. They find out the different ways in which mountains have been formed, and how different features of mountain ranges have been shaped over time. Children will have the opportunity to consider what the weather is like in a mountainous	Marvellous Mountains In this unit, the children will find out more about why rivers are so important to the towns and villages that have developed on their banks. By looking at the features of rivers, and the natural and human ways that rivers change over time, children will explore the life stories of rivers. Children will learn the names and

	discussing the idea of a carbon footprint, children will have the chance to consider how their actions impact on others around the world, and to think about the changes that they could make to try to ensure that natural resources are shared so there is enough for everyone.	environment and to evaluate the impact that tourism has on a mountainous region.	locations of the major rivers of the UK and the world.
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### **Impact**

We believe that the impact of using PlanIt Geography lessons as the basis of our curriculum is that geography learning is loved by teachers and pupils across school, teachers have higher expectations and more quality evidence can be presented in books. All children will use geographical vocabulary accurately and understand the different strands of geography, with a deep understanding of the Earth's key physical and human processes. Children will begin to make relevant links from geography to other curriculum subjects, such as history and science. They will improve their enquiry skills and inquisitiveness about the world around them, and their impact on the world. All children will realise that they have choices to make in the world, developing a positive commitment to the environment and the future of the planet. Children will become competent in collecting, analysing and communicating a range of data gathered. They will be able to interpret a range of sources of geographical information and they will communicate geographical information in a variety of ways. All children in the school will be able to speak confidently about their geography learning, skills and knowledge.

As a result of the provision above, all pupils including those with SEND will develop confidence and resilience in the classroom and will demonstrate high levels of engagement. All pupils will make progress from their starting points. They will develop both as independent and interdependent learners.

Long Term:

Assessment in Geography:

- Formative assessment by teachers during lessons, checking against success criteria at end of a lesson.
- 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, clear progression in skills.

Role of the co-ordinator:

- Ensure that the teaching and learning of Geography is in line with the National Curriculum and follows our school's curriculum intent

- Work with other subject coordinators to ensure that Geography is integrated into cross-curricular learning
- Develop medium-term and long-term plans for Geography that ensure continuity and progression
- Ensure that there is a wide range of resources available to support the teaching and learning of Geography, including ICT, books, maps and atlases, and fieldwork equipment
- Provide support and guidance to teachers in planning, delivering, and assessing Geography
- Monitor and evaluate the quality of teaching and learning of Geography across the school
- Provide regular feedback to the Senior leadership team on the progress and outcomes of Geography
- Promote links with local and global communities, including inviting local geography teachers and professionals
- Keep up to date with academic research on geography teaching and learning