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| This plan covers the four areas of Geography:  Geographical skills & Fieldwork (GSF)  Locational Knowledge (LK)  Human & Physical Geography (HPG)  Place Knowledge (PK) | | | | | | |
|  | **Half term 1** | **Half term 2** | **Half term 3** | **Half term 4** | **Half term 5** | **Half term 6** |
| **Primary - Blue** | | | | | | |
| **Sally’s Class** |  | | Half term 4  Use all their senses in hands-on exploration of natural materials.  Begin to understand the need to respect and care for the natural environment and all living things. | | Half term 6  Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. | |
| **Primary - Green** | | | | | | |
| **Belinda’s Class** |  | | Half term 4  Use simple observational skills to study the geography of the school and its grounds (GSF)  Use simple maps of the local area e.g. large scale, pictorial (GSF) | | Half term 6  Name, describe and compare familiar places (PK)  Link their homes with other places in their local community (PK)  Understand how some places are linked to other places - roads, trains  Etc (LK) | |
| **Jo’s Class** |  | | Half term 4  Use locational and directional language to describe the location of feature and routes (GSF)  Make simple maps and plans e.g. pictorial place in a story.Ask simple geographical questions e.g. What is it like to live in this place? (GSF) | | Half term 6  Know about some present changes that are happening in the local environment e.g. at school (PK)  Suggest ideas for improving the school environment. (PK)  Understand how some places are linked to other places - roads, trains  Etc (LK) | |
| **Michelle’s Class** |  | | Half term 4  Use world maps, atlases and globes to identify the United  Kingdom and its countries, continents and oceans studied at this key stage (GSF)  Use simple compass directions (North, South, East and West) and locational and directional language e.g. near and far; left and right, to describe the location of features and routes on a map (GSF)  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 (GSF)  Use simple fieldwork and observational skills to study the geography of their school, its ground and the key human and physical features of its surrounding environment (GSF) | | Half term 6  Understand geographical similarities and differences through  studying of human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country (PK)  Use basic geographical vocabulary to refer to key human features  including: city, town, village, factory, farm, house, office, port, harbour and shop (HPG)  Use basic geographical vocabulary to refer to key physical features  including: beach, cliff, coast, river, soil, valley, vegetation, seasonal and weather (HPG) | |
| **Key Stage 3 - Blue** | | | | | | |
| **Emma’s Class** | Use all their senses in hands-on exploration of natural materials.  Begin to understand the need to respect and care for the natural environment and all living things. | |  | | Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. | |
| **Key Stage 3 - Green** | | | | | | |
| **Cathy’s Class** |  | | Half term 4  Use world maps, atlases and globes to identify the United Kingdom and its countries, continents and oceans studied at this key stage (GSF)  Use simple compass directions (North, South, East and West) and locational and directional language e.g. near and far; left and right, to describe the location of features and routes on a map (GSF)  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 (GSF)  Use simple fieldwork and observational skills to study the geography of their school, its ground and the key human and physical features of its surrounding environment (GSF) | | Half term 6  Understand geographical similarities and differences through  studying of human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country (PK)  Use basic geographical vocabulary to refer to key human features  including: city, town, village, factory, farm, house, office, port, harbour and shop (HPG)  Use basic geographical vocabulary to refer to key physical features  including: beach, cliff, coast, river, soil, valley, vegetation, seasonal and weather (HPG) | |
| **Hannah’s Class** |  | | Half term 4  Recognise some similarities and differences between life in this country and life in other countries.  Explore the natural world around them. | | Half term 6  Recognise some environments that are different to the one in which they live. | |
| **Key Stage 3 - Yellow** | | | | | | |
| **Lisa’s Class & Nadine’s Class** | **Tectonic Processes**  Understand the processes that give rise to key physical and human geographical features of the world  Identify seasonal and daily weather patterns | **North and South Poles**  Develop contextual knowledge of the location of globally significant places  Interpret a range of sources of geographical information  Understand geographical similarities and differences | **Rivers and Waterways**  Develop contextual knowledge of the location of globally significant places  Interpret a range of sources of geographical information  Understand geographical similarities and differences | | **China**  Develop contextual knowledge of the location of globally significant places  Interpret a range of sources of geographical information  Understand geographical similarities and differences | |
| **Uppers – Complex Green (KS4 & KS5)** | | | | | | |
| **Abigail’s Class** | . | | Half term 4  Understand position through words alone. For example, “The bag is under the table,” – with no pointing.  Describe a familiar route.  Discuss routes and locations, using words like ‘in front of’ and ‘behind’. | | Half term 6  Recognise some environments that are different to the one in which they live. | |
| **Laura’s Class & Sixth Form** |  | | Half term 4  Understand position through words alone. For example, “The bag is under the table,” – with no pointing.  Describe a familiar route.  Discuss routes and locations, using words like ‘in front of’ and ‘behind’. | | Half term 6  Recognise some environments that are different to the one in which they live. | |
| **Uppers – Yellow (KS4 & KS5)** | | | | | | |
| **Becka’s Class** |  | | **The environment**  Undertake a study on an aspect of British heritage  Present a report on a walk or visit to a local beauty spot  Visit a popular beauty spot and carry out a litter survey  Improve the environment | |  | |
| **LINC 19-25** | | | | | | |
| **Jackie’s Class & Yvonne’s Class** | Use all their senses in hands-on exploration of natural materials.  Begin to understand the need to respect and care for the natural environment and all living things. | |  | | Use all their senses in hands-on exploration of natural materials.  Begin to understand the need to respect and care for the natural environment and all living things. | |