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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 4Use 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 6Know 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 4Use 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 6Name, 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, trainsEtc (LK) |
| **Jo’s Class** |  | Half term 4Use 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 6Know 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, trainsEtc (LK) |
| **Michelle’s Class** |  | Half term 4Use world maps, atlases and globes to identify the UnitedKingdom 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 6Understand geographical similarities and differences throughstudying 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 featuresincluding: city, town, village, factory, farm, house, office, port, harbour and shop (HPG)Use basic geographical vocabulary to refer to key physical featuresincluding: 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 4Use 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 6Understand geographical similarities and differences throughstudying 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 featuresincluding: city, town, village, factory, farm, house, office, port, harbour and shop (HPG)Use basic geographical vocabulary to refer to key physical featuresincluding: beach, cliff, coast, river, soil, valley, vegetation, seasonal and weather (HPG) |
| **Hannah’s Class** |  | Half term 4Recognise some similarities and differences between life in this country and life in other countries.Explore the natural world around them. | Half term 6Recognise 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 worldIdentify seasonal and daily weather patterns | **North and South Poles**Develop contextual knowledge of the location of globally significant placesInterpret a range of sources of geographical informationUnderstand geographical similarities and differences | **Rivers and Waterways**Develop contextual knowledge of the location of globally significant placesInterpret a range of sources of geographical informationUnderstand geographical similarities and differences | **China**Develop contextual knowledge of the location of globally significant placesInterpret a range of sources of geographical informationUnderstand geographical similarities and differences |
| **Uppers – Complex Green (KS4 & KS5)** |
| **Abigail’s Class** | . | Half term 4Understand 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 6Recognise some environments that are different to the one in which they live. |
| **Laura’s Class & Sixth Form** |  | Half term 4Understand 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 6Recognise 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 heritagePresent a report on a walk or visit to a local beauty spotVisit a popular beauty spot and carry out a litter surveyImprove 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. |