*\*Blocks of Learning can be taught in any order within a specified year and represent one term’s worth of teaching and learning\**

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| **YEAR A** | **BLOCK 1** | **BLOCK 2** | **BLOCK 3** |
| **Year 1/2** | **Weather Patterns** | **Human Features – UK Cities:** | **Habitats** |
| *Possible Contexts* | ***Enquiry:*** *How does the weather change across the seasons?****Knowledge/Skills******Place Knowledge:*** *Name and locate the 7 continents and 5 oceans including north and south pole.****Human and Physical:*** *Identify seasonal weather patterns in U.K, use basic geographical vocabulary (beach, ocean, coast, mountain soil vegetation)* ***Geographical Skills****: Use world maps, atlases and globes to identify, the UK and other countries in Europe (Italy)* ***Fieldwork****: Record the weather each week and see if there are any patterns over the different seasons throughout the year.*  | ***Enquiry:*** *How do humans change the earth?****Knowledge/Skills****:* ***Place Knowledge:*** *Name/locate the 4 countries making up the UK, Recognise key characteristics of these 4 countries****Human and Physical:*** *Use basic geographical vocabulary of key features (soil, forest, hill, river, vegetation, city, town, village, factory, farm, port, harbour, shop)****Geographical Skills****: Use digital and physical maps to identify the 4 countries, UK and Broughton Gifford, arial photos of St Mary’s School and recognise a bird’s eye view****Fieldwork****: Make observations of Broughton Gifford* | ***Enquiry: Where would we find hot, cold and dry areas of the world?******Knowledge/Skills******Place Knowledge:*** *Recognise differences and similarities of various climates* ***Human and Physical:*** *Identify weather patterns of different climates, name hot and cold locations in the world in reference to the equator* ***Geographical Skills****: Use world maps, atlases and globes to identify the different climates around the world, the equator, north/south pole – Use simple compass directions (N,E,S,W)* ***Fieldwork****: Throughout the year identify physical and human areas in the playground (hot, cold, dry and wet areas)*  |
| **Year 3/4** | **Natural Disasters** | **Our Locality** | **Our World** |
| *Possible Contexts* | ***Enquiry:*** *Are all natural disasters natural?* ***Knowledge/Skills******Location/Mapping:*** *Name and locate where natural disasters have taken place.* ***Place knowledge:*** *Similarities and differences between (Italy Vesuvius and Etna, Greece, Hawaii, Chile, California, Washington, U.K locations),****Human and Physical:*** *Describe key aspects of (volcanoes, earthquakes, avalanches, climate related droughts, floods storms. tornadoes, tsunamis), population/settlement growth, distribution of natural resources and how we abuse this, climate change****Geographical Skills****: Use physical and digital mapping, globes and atlases to locate countries and describe studied features.* ***Fieldwork****: Local natural disaster visit. Local flood.*  | ***Enquiry:*** *Where do we live?****Knowledge/Skills******Place Knowledge:*** *What is a county, look at surrounding counties, locate: St Mary’s, Melksham, Devizes, Avebury, Chippenham, Trowbridge, Bath, Salisbury and Bristol on a map and look to see if they are villages towns or cities. Name/ Locate other major UK cities, Edinburgh, Cardiff, Belfast, Manchester Glasgow, Truro****Human and Physical:*** *Recognise physical and human features of Wiltshire and St Mary’s, changes of human features (canal use), Understand what a parish plan is and look at some proposals****Geographical Skills****: Use digital and physical maps, atlases, ordnance surveys, use a compass, use a four-grid reference.****Fieldwork****: Identify physical and human features of St Mary’s and the local canal.* *Write to the parish council and possibly conduct a survey of interest regarding local development.*  | ***Enquiry:*** Are we connected to our world? ***Knowledge/Skills******Location/Mapping:*** *locate countries studied using maps, atlases, globes and digital/computing mapping****Place Knowledge:*** *Compare a region of the U.K with a region of a European country****Human and Physical:*** *Identify physical and human features of regions/countries using a range of sources (maps, photos, books, personal experiences)****Geographical Skills****: Use physical and digital maps, use ordinance maps, use the key and symbols on a map, use four/six-figure grid references****Fieldwork****: Collect information about children’s connection involving other countries* |
| **Year 5/6** | **Positions** | **Connections** | **Greece and European Countries** |
| *Possible Contexts* | ***Enquiry:*** *Where did the Tudor explorers go and how did they know where they were?****Knowledge/Skills******Place Knowledge:*** *Identify the significance of longitude and latitude, learn difference positions on the map, identify where the Tropics of Cancer and Capricorn area, identify the Arctic and Antarctic circle.* ***Geographical Skills****: Use maps, atlases, globes to locate places studied, use the key and correct symbols, use all 8 points of a compass, use a four/six-figure grid reference.* ***Fieldwork****: Use a map to navigate around local village.* | ***Enquiry:*** *How is the western world connected to china?****Knowledge/Skills******Place Knowledge:*** *Time zones, day and night****Human and Physical:*** *Types of settlement, land use, economic activity, and trade links, distribution of natural resources****Geographical Skills****: Use digital and physical maps to locate countries and describe features, use key and symbols****Fieldwork****: Visit a farm to see trade of local crops.* | ***Enquiry:*** *What are the physical and human features of Greece and how similar is it to the UK?****Knowledge/Skills******Place Knowledge:*** *Understand geographical similarities and difference between a region of UK and European country.****Human and Physical:*** *Understand the different types of settlement and different types of land use (coastal, tourism)****Geographical Skills****: Use digital and physical maps to identify different areas of Greece, use all 8 points of a compass, use the key and symbols****Fieldwork****: Replicate a day of Greece* |

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| **YEAR B** | **BLOCK 1** | **BLOCK 2** | **BLOCK 3** |
| **Year 1/2** | **Physical Features** |  **UK to a Non-European Country** | **Islands** |
| *Possible Contexts* | ***Enquiry:*** *What would an alien space probe discover about our planet?****Knowledge/Skills******Place Knowledge:*** *Name and locate the 7 continents and 5 oceans including north and south pole.****Human and Physical:*** *Research hot and cold areas, use basic vocabulary (forest hill, mountain, hill volcano, river, valley, ocean)****Geographical Skills****: Use world maps, simple compass directions (north, south) use arial photos.* ***Fieldwork****: Walk around school observing the physical features (trees, hedges, soil, grass), make observations of the human features (buildings, ponds, litter, paths).* | ***Enquiry:*** *What do you like about living in Japan?****Knowledge/Skills******Place Knowledge:*** *Compare and contrast the differences and similarities to our local area andan area in Japan.****Human and Physical:*** *Use basic geographical Vocab (beach, ocean, coast, mountain soil vegetation)****Geographical Skills****: Use world map to locate and name different areas in Japan, use simple compass directions (N,E,S,W), use locational and directional terms, create a simple map of St Mary’s, use a simple key and symbols for maps.* ***Fieldwork****: Walk around St Mary’s school to identify physical and human features.* | ***Enquiry:*** *What is an Island do we live on an Island?****Knowledge/Skills******Place Knowledge:*** *Name/locate 4 countries of the UK on a map, name/locate some the surrounding seas****Human and Physical:*** *Identify seasonal and daily UK weather patterns, use geographical vocabulary for key features (island, coast, forest, hill, mountain, valley, river, ocean)****Geographical Skills:*** *Use physical and digital maps, use simple compass directions (N,E,S,W), create simple maps of an island using a key and symbols****Fieldwork****: visit a coast to discover the edge of an island.* |
| **Year 3/4** | **TBC** | **TBC** | **TBC** |
| *Possible Contexts* | ***Enquiry:*** ***Knowledge/Skills****:* ***Place Knowledge:******Humana and Physical:******Geographical Skills****:****Fieldwork****:* | ***Enquiry:*** ***Knowledge/Skills****:* ***Place Knowledge:******Humana and Physical:******Geographical Skills****:****Fieldwork****:* | ***Enquiry:*** ***Knowledge/Skills****:* ***Place Knowledge:******Humana and Physical:******Geographical Skills****:****Fieldwork****:* |
| **Year 5/6** | **UK and European Maps** | **Water Cycle** | **The Brazilian Rainforest** |
| *Possible Contexts* | ***Enquiry:*** *Where did British children live during WW2?****Knowledge/Skills******Location/Mapping:*** *Name Europe’s countries use digital and physical maps, atlases and globes, name cities of the UK****Place Knowledge:*** *Locate Europe’s countries use digital and physical maps, atlases and globes, locate cities of the UK, locate Europe’s countries, national border changes over time, countries/cities of the UK****Geographical skills:*** *use physical and digital maps, use and use the key and symbols on a map****Fieldwork:*** *Visit a WW2 house where a child would live* | ***Enquiry:*** Where does our water come from?***Knowledge/Skills******Location/Mapping:*** *Local area mapping****Human and Physical:*** *Local land use, local economic activity****Geographical Skills****: Use digital and physical maps of local area, ordnance survey, use key symbols, use four/six-figure grid references****Fieldwork****: observe, measure and collect features from a local water source.*  | ***Enquiry:*** *What is a rain forest?****Knowledge/Skills******Location/Mapping:*** *Similarities and differences between U.K and Brazil, location and mapping, identify The Tropics of Cancer and Capricorn****Place Knowledge:*** *Geographical similarities and differences between a region of UK and a south American country.****Human and Physical:*** *Climate Zones, biomes, vegetation belts, rivers, mountains, distribution of natural energy****Geographical Skills****: use physical and digital maps, use ordinance maps, use the key and symbols on a map, use four/six-figure grid references****Fieldwork****: visit a wood to observe and measure physical and human features, collect and record information (sketch maps, plans, graphs, digital technologies), use collected knowledge to analyse* |

***Enquiry:*** *Where did British children live during WW2?*

***Knowledge/Skills****:*

***Place Knowledge:***

***Humana and Physical:***

 *locate Europe’s countries, national border changes over time, countries/cities of the UK*