

3 School Fellowship 2 Year Planning Cycles GEOGRAPHY

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

YEAR A	BLOCK 1	BLOCK 2	BLOCK 3
Year 1/2	Weather Patterns	Human Features – UK Cities:	Habitats
Possible Contexts	<p>Enquiry: How does the weather change across the seasons?</p> <p>Knowledge/Skills</p> <p>Place Knowledge: Name and locate the 7 continents and 5 oceans including north and south pole.</p> <p>Human and Physical: Identify seasonal weather patterns in U.K, use basic geographical vocabulary (beach, ocean, coast, mountain soil vegetation)</p> <p>Geographical Skills: Use world maps, atlases and globes to identify, the UK and other countries in Europe (Italy)</p> <p>Fieldwork: Record the weather each week and see if there are any patterns over the different seasons throughout the year.</p>	<p>Enquiry: How do humans change the earth?</p> <p>Knowledge/Skills:</p> <p>Place Knowledge: Name/locate the 4 countries making up the UK, Recognise key characteristics of these 4 countries</p> <p>Human and Physical: Use basic geographical vocabulary of key features (soil, forest, hill, river, vegetation, city, town, village, factory, farm, port, harbour, shop)</p> <p>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</p> <p>Fieldwork: Make observations of Broughton Gifford</p>	<p>Enquiry: Where would we find hot, cold and dry areas of the world?</p> <p>Knowledge/Skills</p> <p>Place Knowledge: Recognise differences and similarities of various climates</p> <p>Human and Physical: Identify weather patterns of different climates, name hot and cold locations in the world in reference to the equator</p> <p>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)</p> <p>Fieldwork: Throughout the year identify physical and human areas in the playground (hot, cold, dry and wet areas)</p>
Year 3/4	Natural Disasters	Our Locality	Our World
Possible Contexts	<p>Enquiry: Are all natural disasters natural?</p> <p>Knowledge/Skills</p> <p>Location/Mapping: Name and locate where natural disasters have taken place.</p> <p>Place knowledge: Similarities and differences between (Italy Vesuvius and Etna, Greece, Hawaii, Chile, California, Washington, U.K locations),</p> <p>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</p> <p>Geographical Skills: Use physical and digital mapping, globes and atlases to locate countries and describe studied features.</p> <p>Fieldwork: Local natural disaster visit. Local flood.</p>	<p>Enquiry: Where do we live?</p> <p>Knowledge/Skills</p> <p>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</p> <p>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</p> <p>Geographical Skills: Use digital and physical maps, atlases, ordnance surveys, use a compass, use a four-grid reference.</p> <p>Fieldwork: Identify physical and human features of St Mary's and the local canal.</p>	<p>Enquiry: Are we connected to our world?</p> <p>Knowledge/Skills</p> <p>Location/Mapping: locate countries studied using maps, atlases, globes and digital/computing mapping</p> <p>Place Knowledge: Compare a region of the U.K with a region of a European country</p> <p>Human and Physical: Identify physical and human features of regions/countries using a range of sources (maps, photos, books, personal experiences)</p> <p>Geographical Skills: Use physical and digital maps, use ordinance maps, use the key and symbols on a map, use four/six-figure grid references</p> <p>Fieldwork: Collect information about children's connection involving other countries</p>

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		Write to the parish council and possibly conduct a survey of interest regarding local development.	
Year 5/6	Positions	Connections	Greece and European Countries
Possible Contexts	<p>Enquiry: Where did the Tudor explorers go and how did they know where they were?</p> <p>Knowledge/Skills</p> <p>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.</p> <p>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.</p> <p>Fieldwork: Use a map to navigate around local village.</p>	<p>Enquiry: How is the western world connected to china?</p> <p>Knowledge/Skills</p> <p>Place Knowledge: Time zones, day and night</p> <p>Human and Physical: Types of settlement, land use, economic activity, and trade links, distribution of natural resources</p> <p>Geographical Skills: Use digital and physical maps to locate countries and describe features, use key and symbols</p> <p>Fieldwork: Visit a farm to see trade of local crops.</p>	<p>Enquiry: What are the physical and human features of Greece and how similar is it to the UK?</p> <p>Knowledge/Skills</p> <p>Place Knowledge: Understand geographical similarities and difference between a region of UK and European country.</p> <p>Human and Physical: Understand the different types of settlement and different types of land use (coastal, tourism)</p> <p>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</p> <p>Fieldwork: Replicate a day of Greece</p>

YEAR B	BLOCK 1	BLOCK 2	BLOCK 3
Year 1/2	Physical Features	UK to a Non-European Country	Islands
Possible Contexts	<p>Enquiry: What would an alien space probe discover about our planet?</p> <p>Knowledge/Skills</p> <p>Place Knowledge: Name and locate the 7 continents and 5 oceans including north and south pole.</p> <p>Human and Physical: Research hot and cold areas, use basic vocabulary (forest hill, mountain, hill volcano, river, valley, ocean)</p> <p>Geographical Skills: Use world maps, simple compass directions (north, south) use arial photos.</p> <p>Fieldwork: Walk around school observing the physical features (trees, hedges, soil, grass), make observations of the human features (buildings, ponds, litter, paths).</p>	<p>Enquiry: What do you like about living in Japan?</p> <p>Knowledge/Skills</p> <p>Place Knowledge: Compare and contrast the differences and similarities to our local area andan area in Japan.</p> <p>Human and Physical: Use basic geographical Vocab (beach, ocean, coast, mountain soil vegetation)</p> <p>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.</p> <p>Fieldwork: Walk around St Mary's school to identify physical and human features.</p>	<p>Enquiry: What is an Island do we live on an Island?</p> <p>Knowledge/Skills</p> <p>Place Knowledge: Name/locate 4 countries of the UK on a map, name/locate some the surrounding seas</p> <p>Human and Physical: Identify seasonal and daily UK weather patterns, use geographical vocabulary for key features (island, coast, forest, hill, mountain, valley, river, ocean)</p> <p>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</p> <p>Fieldwork: visit a coast to discover the edge of an island.</p>

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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: <u>Name</u> Europe's countries use digital and physical maps, atlases and globes, <u>name</u> cities of the UK Place Knowledge: <u>Locate</u> Europe's countries use digital and physical maps, atlases and globes, <u>locate</u> cities of the UK, <u>locate</u> 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 ordnance 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

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