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| **Geography Long-Term Plan 2022-23** |
| ***Equipping Children for a World of Possibilities*** |



**Geography INTENT**

**Curriculum Intent:** Equipping Children for a World of Possibilities.

**Geography Subject Intent:**  To establish a desire to investigate their immediate surroundings through practical fieldwork and inspire curiosity about their wider world.

**Geography IMPLEMENT**

How is your subject taught?

Geography is taught as a whole class and is often taught in blocks where the year groups learning challenge relates directly to the subject. However, where possible the learning challenge driver (e.g. Geography) is taught cross curricular including writing.

Each year group’s frequency for delivery of the subject is slightly different:

Reception – There are two inputs per week but each child will take part in one activity.

Year 1 – Delivered twice a week in the afternoons.

Year 2 – Delivered once a week in the afternoon.

Provision for DAP, SEND and EAL is decided on by class teacher depending on the specific needs of the children in each cohort. This might be pre-teaching specific vocabulary needed, using communicate in print visuals to help acquisition of new vocabulary, having a mixture of practical and recording skills, varying the way children record their learning or the depth of thinking the children are required to do.

Maps (both digital e.g. using Google Maps and physical maps), the local area, compasses, thermometers, minibeast observers, tree and plant identification cards are key resources used within the school.

**Geography Long-term Plan**

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|  | Autumn | Spring | Summer |
| Year R | **Autumn 1 – All about me** | **Autumn 2 – Let’s celebrate** | **What a wonderful world** | **What a wonderful world** | **Space** | **Changes** |
| **Following directions and maps**Codeapillars (cross curricular with ICT) | **Following directions and maps**They know about similarities and differences between animals around the world.Use a map to identify where stories shared come from | **Following directions and maps**To understand we live on planet Earth and that the continents / seas can all be seen on the globe.The solar system. |
| **Enquiry and investigation**Asking questionsInformation booksTalk about some of the things observed (e.g. natural environment – seasons changing) | **Enquiry and investigation**Collect informationInformation booksPhotographsTalk about some of the things observedComments on their own world (how changes have occurred over time. e.g. science week apple experiment) | **Enquiry and investigation**How have people impacted on our local environment.PhotographsComments on their own world (how changes have occurred over time. e.g. growing a beanstalk) |
| **Locational knowledge**Local habitatsShowing care and concern for living things  | **Locational knowledge**They talk about the features of their own immediate environment and how environments might vary from one another. | **Locational knowledge**Story settings (including sea, land – comparison to locality) |
| **Human and physical geography**Seasonal changes | **Human and physical geography**Children know about similarities and differences in relation to places and living things (e.g. comparing Uganda and Rugby).Make observations of animals and plants and talk about changes  | **Human and physical geography**Use a map to identify places that are hot and cold.Story settings (physical and human features vocabulary focus)Look closely at change.Showing care and concern for the environment (Green day) |
| Year 1 | **Superheroes** | **Turrets and Tiaras** | **All about trees** | **Where in the world?** |
| **Locational knowledge** | **Locational knowledge**Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. | **Locational knowledge** |
| **Place knowledge** | **Place knowledge** | **Place knowledge**Compare (using similarities and differences) the UK with a contrasting country in the world. |
| **Human and physical geography**Can identify seasonal changes | **Human and physical geography**Can identify seasonal changes | **Human and physical geography**Can identify seasonal and daily weather patterns in the UK (summarising from previous terms exploration with the weather)Use basic geographical vocabulary referring key physical (e.g. beach, hill, mountain, ocean) and human features (e.g. town, village). |
| **Geographical skills and fieldwork**Use locational and directional language (e.g. near and far, left and right) to describe routes on a map.Following a route around school grounds.Use simple fieldwork and observational skills to study the geography of the school AND the school grounds. | **Geographical skills and fieldwork** Locate using world maps, atlases and globes to identify the United Kingdom and its countries. | **Geographical skills and fieldwork**  |
| Year 2 | **Autumn 1 - Dinosaurs** | **Autumn 2 - Dragons** | **Spring 1 - Time Travellers, Great Fire of London, Samuel Pepys** | **Spring 2 - Time Travellers, Florence Nightingale, Mary Seacole** | **Summer 1 - Circus Circus!** | **Summer 2 - Where in the World?** |
| **Locational knowledge**Name and locate the world’s seven continents and five oceans. | **Locational knowledge** | **Locational knowledge** |
| **Place knowledge** | **Place knowledge** | **Place knowledge**Compare (using similarities and differences) a local city/ town in the UK with a contrasting city/ town in a different country. |
| **Human and physical geography** | **Human and physical geography** | **Human and physical geography**The location of hot and cold areas of the world in relation to the Equator and the North and South Poles.Use basic geographical vocabulary to refer to: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather. |
| **Geographical skills and fieldwork** | **Geographical skills and fieldwork**Use simple fieldwork and observational skills to study the key human and physical features of its surrounding environment.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.Use simple compass directions (North, South, East, West) to describe the location of features.They can use basic geographical vocabulary to identify and describe key human features (e.g. city, town, village, factory, farm, house, office, shop). | **Geographical skills and fieldwork**Use world maps, atlases and globes to identify countries, continents and oceans studied. |