

The Grove Primary School Geography Long Term Plan 2022-2023

Vision

At the Grove Primary School, we aim to help develop children's curiosity in both their immediate surroundings and in places and environments in the wider world. Our purpose is to instil an interest, fascination and desire to investigate a variety of human and physical characteristics of different settings, both near and far, through purposeful research and careful questioning. We want geography to be creative, fun and, above all, be relevant and meaningful to the children's own lives and experiences.

Implementation

At the Grove Primary School, geography is taught for at least half of each term. Progression is planned out throughout the whole school ensuring all skills and knowledge is covered and progression is built into all planning.

EYFS is the start of the children's journey as a geographer where they learn about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. The progression continues through each year group allowing prior knowledge and skills to be built upon and developed. Key knowledge and skills for each topic are identified in planning to ensure progression across topics throughout each year group across the school.

The local area is used to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded in practice. This allows the children to give them a sense of place in their own locality in KS1 which is then developed into a more global sense throughout KS2. For example, using the local area to follow and create maps in Key Stage 1, to comparing the similarities and differences in environments and communities in Lower Key Stage 2, through to considering how life differs in contrasting parts of the world in Upper Key Stage 2.

To be well rounded citizens, we believe children need to understand the differences between locations and their cultures and be able to recognise how these change over time. We strive to provide children with many opportunities to use a range of geographical skills to help them understand, present, analyse and communicate a range of information either collaboratively or as an individual. These skills are put into practice both inside and outside the classroom through local fieldwork and trips.

Impact

We believe our children will:

Have thoroughly enjoyed learning about geography, therefore encouraging them to undertake new life experiences now and in the future.

Be able to confidently use maps to locate and describe features of a location and answer questions such as:

- Where is this place?
- What is it like? (And why?)
- How and why is it changing?
- How does this place compare with other places?
- How and why are places connected?

Have developed the geographical knowledge, skills and vocabulary to help them explore, navigate and understand the world around them and their place in it.

Develop excellent fieldwork skills as well as other geographical aptitudes and techniques

Be able to express well balanced opinions, rooted in very good knowledge and understanding about current issues in society and the environment

Develop progressively as they move through the school, not only to enable them to meet the requirements of the National Curriculum but to prepare them to become competent geographers in secondary education and for life as an adult in the wider world.

Rationale for planning

To ensure there is an even range of locational knowledge, skills and progression throughout the year groups. Skills can be developed and grown upon each year by looking at a range of locations around the world. The children will have a range of maps and resources to use to help develop their skills in map reading and fieldwork. The progression and skills document demonstrates what skills the children will develop at The Grove Primary School. It ensures an even coverage across the whole school to meet the skills set out in the national curriculum.

Golden threads running through Geography are rivers, knowledge and understanding of our local area and mapping and fieldwork skills.

Whole School Geography Overview

Year	Autumn	Spring	Summer
1	<p>What is my school like? My Geography My School Focus: Fieldwork and observational skills. Basic maps.</p>	<p>What can I find nearby? Me and my corner of the world. Home and local area. Focus: Fieldwork and observational skills, basic maps, use and labelling of photographs, geographical language.</p>	<p>What is my country like? Me and my UK. UK countries, capitals and seas. Focus: map skills, photograph use, basic atlas introduction</p>
2	<p>Why is my world wonderful? Simple world Maps and features. Focus: continent, oceans, mountains, rivers.</p>	<p>Wherever next? Location and journeys Focus: Comparison of hot and cold places (the equator and the Poles), continents, oceans and compass directions.</p>	<p>Where could we go on holiday? Place comparisons – geographical features. Focus: South Shields in UK and Masai Mara in Kenya.</p>
3	<p>UK Discovery – is the UK the same everywhere? Focus: Physical geography - hills, coasts, rivers, farms, industry, population.</p>	<p>Why do we have cities? UK towns, cities and countries. Focus: countries, land use, settlement, contrasting cities.</p>	<p>We've got it all! Why is the North East special? Regional focus with lead on rivers and coasts. Focus: The water cycle and rivers- their formation and impact.</p>
4	<p>What can we discover about Europe? Places, features and people. Focus: land use, key human and physical features, and locations.</p>	<p>Why does Italy shake and roar? Bay of Naples. Focus: Comparison of the physical and human characteristics of Bay of Naples, Italy with the Northeast England.</p>	<p>What happens when the land meets the sea? Coastal processes Local coastal fieldwork visit Focus: Whitley Bay coastal defences</p>
5	<p>What shapes my world? Processes and key features shaping places and human experiences Focus: ice, coastal and river erosion, tectonics</p>	<p>Where could we go? Fantastic Journeys. UNESCO World Heritage sites worldwide Focus: Biomes, latitude & longitude and time zones.</p>	<p>Where has my food come from? Origins of key foods. Focus: The journey of food from farm to plate.</p>
6	<p>Fantastic Forests – Why are they so important? Vegetation, biomes, forest types. Focus: Forests of the world</p>	<p>Fieldwork unit What are the key human geographical features of our local area / focus place? Or How has our local area / focus place changed over time?</p>	<p>Destination Sao Paulo! What do places have in common? Comparing a region in South America with a region in the UK. Focus: Human and physical features comparison of Sao Paulo, Brazil and Newcastle- Upon-Tyne, UK</p>