

Geography at Saltford School - Two year Rolling Program

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| EYFS | <p>In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. The three Characteristics of Effective Teaching and Learning are playing and exploring - children investigate and experience things, and 'have a go'; active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things. In addition, the prime areas of learning (PSE, CL, PD) underpin and are an integral part of children's learning in all areas.</p> <p>Birth 2 Five Range 6 statements –</p> <ul style="list-style-type: none"> • Looks closely at similarities, differences, patterns and change in nature • Knows about similarities and differences in relation to places, objects, materials and living things • Talks about the features of their own immediate environment and how environments might vary from one another • Makes observations of animals and plants and explains why some things occur, and talks about changes <p>ELG: People, Culture and Communities</p> <p>Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> | | | | | |
| | <p>All About Me/Starting School</p> <p>Farming and Harvest Time</p> <p>Celebrations</p> | <p>Traditional Tales</p> <p>Dinosaurs</p> <p>Divali</p> <p>The Christmas Story</p> | <p>Fairy Stories</p> <p>Penguins and Explorers</p> <p>Chinese New Year</p> <p>Transport</p> | <p>Transport</p> <p>Space</p> <p>Spring Festivals</p> | <p>Growth and Change</p> <p>People who help us</p> <p>Ramadan and Eid</p> | <p>Growth and Change</p> <p>The sea</p> <p>Schools</p> |

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| <p>KS1 Year A</p> | <p>Identify daily and seasonal weather patterns</p> <p>Identify seasonal and daily weather patterns in the United Kingdom</p> <p><u>Weather</u></p> | <p>Mapping including keys and compass skills, Identifying Human and Physical Fieldwork.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Develop knowledge of the human and physical geography of a small area of the United Kingdom. Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.</p> <p>Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast,</p> | <p>Mapping including keys, naming continents and oceans.</p> <p>Name and locate the world's seven continents and five oceans.</p> <p>Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of a contrasting non-European country.</p> |
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| | | <p>forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>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.</p> <p>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.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p><u>What is the Geography of where I live?</u></p> | <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p> <p><u>How does Kampong Ayer compare to where I live?</u></p> |
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| <p>KS1 Year B</p> | <p>Mapwork and keys</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p> <p><u>Why does it matter where my food comes from?</u></p> | <p>Identify and Compare Key Features of the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p> <p><u>Why don't penguins need to fly?</u></p> <p>(Sometimes done in the Summer Term)</p> | <p>Geography Fieldwork Identifying physical features, naming continents and oceans</p> <p>Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>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.</p> <p>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.</p> |
| | | | <p><u>Why do we love being beside the seaside so much?</u></p> |

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| <p>LKS2 Year 3</p> | <p>Ask and answer geographical questions about the human and physical characteristics of a location. Explain own view about locations, giving reasons. Use maps, atlases, globes, digital mapping to locate countries and describe features. Use a range of resources to describe the key physical and human features of a location.</p> <p>Locate the world's countries, focusing on Europe and North and South America.</p> <p><u>Countries in Europe</u></p> <p>Establish an understanding of the interaction between physical and human processes.</p> <p><u>Beyond the Magic Kingdom</u></p> | <p>Ask and answer geographical questions about the human and physical characteristics of a location</p> <p>Explain own views about locations, giving reasons</p> <p>Use maps, atlases, globes, digital mapping to locate countries and describe features Use a range of resources to describe the key physical and human features of a location Describe the key aspects of physical geography including earthquakes</p> <p><u>Earthquakes</u></p> | <p>To use fieldwork to observe, measure, record and present the human and physical features in the local area.</p> <p><u>How/why is the local environment changing?</u></p> |
| <p>LKS2 Year 4</p> | <p>Ask and answer geographical questions about the human and physical characteristics of a location Explain own views about locations, giving reasons Use maps, atlases, globes, digital mapping to locate countries and describe features Use a range of resources to describe the key physical and human features of a location</p> <p><u>Counties/cities in UK</u></p> <p>Describe and understand key aspects of human geography, including: types of settlement and land use.</p> <p><u>Why do so many people live in Megacities?</u></p> | <p>Naming and locating geographical areas and describing their characteristics (Equator, N and S Hemispheres, Tropics, Arctic and Antarctic and date time zones) Describe similarities and differences between places</p> <p><u>Why are jungles so wet and deserts so dry?</u></p> | <p>Ask and answer questions about the physical and human characteristics of a location. Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans, graphs and digital technologies</p> <p><u>How can we live more sustainably?</u></p> |

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| <p>UKS2 Year A</p> | <p>Establish an understanding of the interaction between physical and human processes.</p> <p>Describe and understand key aspects of physical geography including: climate zones, biomes and vegetation belts.</p> <p>Look at the work of Greta Thunberg and the climate extinction protests</p> <p><u>Climate Change</u></p> | <p>To include structure, locations of earth's major volcanoes</p> <p>Describe and understand key aspects of physical geography, including: rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p><u>Volcanoes</u></p> | <p>Describe and understand key aspects of human geography including: economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Fairtrade system, countries, products, logo</p> <p><u>Fairtrade</u></p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area.</p> <p>To use a range of methods including sketch maps, plans and graphs, and digital technologies.</p> <p><u>Local map work</u></p> |
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| <p>UKS2 Year B</p> | <p>Why are National Parks described as Britain’s ‘breathing spaces’? What else makes them important? Why do they welcome visitors? Local focus – why is protected land so important? The importance of farming. How are they looked after?</p> <p>Compare Exmoor/Dartmoor with Everglades in Florida.</p> <p>Identify the geographical regions and key topographical features of the United Kingdom (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of the United Kingdom, a region in a European country and a region within North or South America.</p> <p><u>Britain’s National Parks</u></p> | <p>To include structure, locations of earth's major mountain ranges</p> <p>Describe and understand key aspects of physical geography, including: rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p><u>Mountains</u></p> | <p>Describe and understand key aspects of physical geography, including: rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p><u>World Rivers and Oceans</u></p> |
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