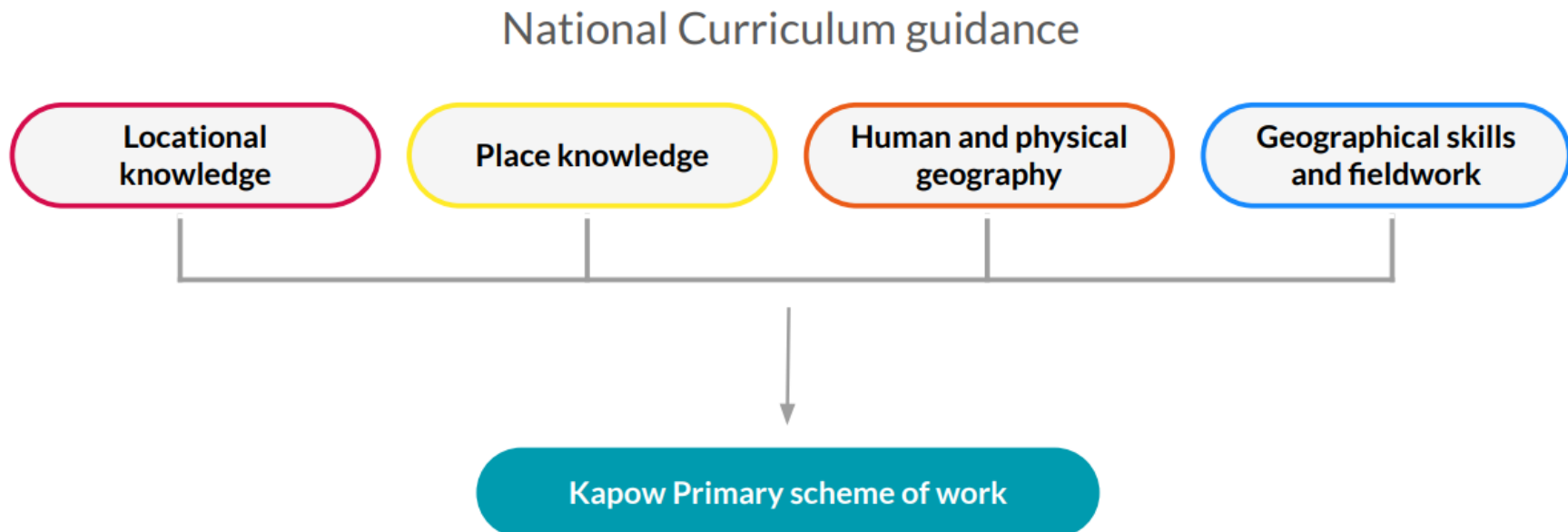




# Geography Long Term Plan

## How is the **Geography** scheme of work organised?

The national curriculum organises the attainment targets for Geography under **Locational knowledge**, **Place knowledge**, **Human and physical geography** and **Geographical skills and fieldwork** and so we have planned our Geography curriculum with these strands running through each and every unit.



## Locational knowledge

An understanding of locational knowledge helps pupils to:

- Develop their sense of place and identity.
- Develop an appreciation of distance and scale.
- Learn about the orientation of the world.

In the Early years, pupils learn positionality, beginning to understand where one object or feature is in relation to another, and use simple directional language to describe this. In Key stage 1 and 2 they extend this to more technical terms such as the points of the compass. Alongside this, pupils become more fluent in identifying specific locations.

Pupils also need to learn about absolute positioning systems such as latitude and longitude to develop an understanding of location affects many of the earth's systems.

## Place knowledge

'Place knowledge' builds on 'Locational knowledge. Pupils not only locate a physical area on a map but also attach meaning to the space so it becomes a 'place' with similarities and differences to the places that they are familiar with - their homes, classrooms, towns and cities.

During primary school, pupils make comparisons between different places but also study the same place over time.

## Human and physical geography

A knowledge of physical and human processes helps pupils to describe and explain different environments.

Pupils in Key stage 1 learn about weather patterns and how these relate to location. They learn to use geographical vocabulary to refer to key physical and human features.

In Key stage 2 children study why certain phenomena occur and the impact that these phenomena have on the environment over time.

It is important that pupils understand how human and physical processes interact.

## Geographical skills and fieldwork

Pupils learn to interpret maps, globes and atlases and studying these spatial representations supports their development of a sense of place.

This begins in Key stage 1, with pupils studying plans of areas that they are familiar with through to studying more complex maps to find out about the topography of distant places.

Through fieldwork, pupils are able to connect their learning in geography lessons with the complexity of the real world.

Pupils learn how to observe and record the environment around them and this supports them in retaining key geographical knowledge.

Fieldwork should draw together pupils' location knowledge and that of the human and physical processes, helping pupils to see the interplay between them.

**There is an interplay between these four strands and the concepts within them do not exist in isolation from each other. For this reason, elements of each strand appear in all of our Geography units.**

# A spiral curriculum

The scheme of work has been designed as a spiral curriculum with the following key principles in mind:

- ✓ **Cyclical:** Pupils return to the key knowledge and skills again and again during their time in primary school.
- ✓ **Increasing depth:** Each time a skill is revisited it is covered with greater complexity.
- ✓ **Prior knowledge:** Prior knowledge is utilised so pupils can build upon previous foundations, rather than starting again.



## Is there any flexibility in the Kapow Primary Geography scheme?

Our Geography scheme of work is organised into units consisting of six lessons.

Within each unit, lessons must be taught in order as they build upon one another.

The units in Year 1 and 2 both Cycle A and B should always be taught in the order recommended as they build upon each other, from local to global, when introducing the concept of scale.

Although recommended to be taught in the order as shown in the Long-term plan, the units in Years 3 and 4 for both Cycle A and B could be taught in any order but should all be taught within Years 3 and 4. The final units in upper key stage 2, regarding energy and independent fieldwork, should be taught in the final terms of the year as they introduce more independence and complex thinking, however the other units can be taught in any order but should all be taught within Year 5 and 6.

This document gives the recommended order but flexibility in the order the units can be taught allows schools to adapt the planning to suit their school and to make use of cross-curricular links available.



# St Mary's Mixed Age Geography Long Term Plan

'For Early Years planning please refer to Nursery and Reception Class Pages'

	<b>Year 1 / 2</b>		<b>Year 3 / 4</b>		<b>Year 5 / 6</b>	
	<b>Cycle A</b>	<b>Cycle B</b>	<b>Cycle A</b>	<b>Cycle B</b>	<b>Cycle A</b>	<b>Cycle B</b>
<b>Autumn 1</b>						
<b>Autumn 2</b>	What is it like here?	Where am I?	Why do people live near volcanoes?	Who lives in Antarctica?	What was life like in the Alps?	Why does population change?
<b>Spring 1</b>						
<b>Spring 2</b>	What is the weather Like in the UK?	Would you prefer to live in a hot or cold country?	Why are rainforests important to us?	Are all settlements the same?	Would you like to live in the desert	Why do oceans matter?
<b>Summer 1</b>						
<b>Summer 2</b>	What can you see at the coast?	What is it like to live In Shanghai?	Where does our food come from?	What are rivers and how are they used?	Where does our energy come from?	Can I carry out an independent fieldwork enquiry?