



GEOGRAPHY – Long Term Overview

School Vision: To be best prepared to live life in all its fullness.

Subject Intent: To best prepare children for the next stage in their geography journey.

The Gospel offers forgiveness of the past, new life in the present and hope for the future.

Past = To be at peace and ready to learn: Our curriculum is progressive - it is built on previous skills and meaningful experiences. Reading is a priority so it is not a barrier to learning. Targeted support is provided and early intervention is identified to ensure the needs of each pupil are met.

Present = To be inspired in the present: The curriculum mapped out with substantive knowledge (facts) and disciplinary knowledge (how we gain knowledge, skills enquiry). We will ensure pupils will receive quality lessons and that they are accessible for all through scaffolding and modelling. There will be opportunities beyond the curriculum for those who are enthused or show a talent in this subject. Pupils will connect with places, communities and the environment. Pupils will have a sense of their own locality and place.

Future = Hope for the future: Children will leave Reepham equipped with understanding about how our impact on the world will help us build a better future. Pupils will want to protect and care for our planet by making wise choices. They will have opportunities for future career paths and will engage in real world issues. They will have a voice.

Our School Values

Respect	Friendship	Love
Forgiveness	Responsibility	cooperation

4 Key areas of Geography

Locational Knowledge,
Place Knowledge,
Human and Physical Geography and
Geographical Skills and Fieldwork.

Year A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS				Exploring maps through discussion, story-telling, games and creative activity. Using the senses to explore and describe the natural world around them while outside; understanding the effect of the changing seasons.		Exploring diverse global environments, comparing them to local ones through activities using digital map exploration, books and role play to enhance the understanding of geography and cultural differences.
Year 1		<u>Around our school</u> What is it like here? Locating where they live on an aerial photograph and recognising features within a local context. Creating maps using classroom objects before drawing simple maps of the school grounds. Following simple routes around the school grounds and carrying out an enquiry as to how their playground can be improved. <u>Fieldwork</u> Lessons 3 - What can we find in our school grounds? Lesson 4 - What are the different places in our school?		<u>UK Weather</u> What is the weather like in the UK? Looking at the countries and cities that make up the UK, keeping a daily weather record and finding out more about hot and cold places in the UK. <u>Fieldwork</u> Lesson 2 - What are the four seasons? Lesson 3 - What are the compass directions? Lesson 4 - What is the weather like today?		<u>Shanghai</u> What is it like to live in Shanghai? Using a world map to start recognising continents, oceans and countries outside the UK with a focus on China. Children identify physical features of Shanghai using aerial photographs and maps before identifying human features, through exploring land-use. They compare the human and physical features of Shanghai to features in the local area and make a simple map using data collected through fieldwork. <u>Fieldwork</u> Lesson 1 - What can we see in our local area?
Year 2		<u>Hot or Cold place</u> Would you prefer to live in a hot or a cold place? Introducing children to the basic concept of climate zones and mapping out hot and cold places globally. Looking at features in the North and South Poles and Kenya. Comparing weather and features in the local area. Learning the four compass points. Learning the names and locating the continents of our world. <u>Fieldwork</u> Lesson 5 - Do we live in a hot or cold place?		<u>Our World</u> Why is our world wonderful? Learning about the world's wonders, the names and locations of the world's oceans and considering what is unique about the local area. <u>Fieldwork</u> Lesson 5 - Why are natural habitats special?		<u>Coasts</u> What is it like to live by the coast? Naming and locating continents and oceans of the world while revisiting countries and cities of the UK and surrounding seas. Children learn about the physical features of the Jurassic Coast and how humans have interacted with this, including land use and tourism. <u>Fieldwork</u> N.B. Unit adapted as we do not live on the coast. Lesson 5 Why do people visit Lincoln?
Year 3 & Year 4		<u>Food</u> Where does our food come from? Looking at the distribution of the world's biomes and mapping food imports from around the world; learning about trading fairly, focusing on Côte d'Ivoire and cocoa beans; exploring where the food for the children's school dinners comes from and the argument of 'local versus global'. <u>Fieldwork</u> Lesson 5 - Are our school dinners locally sourced?		<u>Rainforests</u> Why are rainforests important to us? Developing an understanding of biomes, ecosystems and tropics; mapping features of the Amazon rainforest and learning about its layers; investigating how communities in Manaus use the Amazon's resources; discussing the global human impact on the Amazon; and carrying out fieldwork to compare and contrast two types of forest. <u>Fieldwork</u> Lesson 5 - How is our local woodland or local park used? (Cherry Fields)		<u>Settlements</u> Are all settlements the same? Exploring different types of settlements, land use, and the difference between urban and rural. Children describe the different human and physical features in their local area and make land use comparisons with New Delhi. <u>Fieldwork</u> Lesson 3 - Can I explain the location of features in my local area?
Year 5 & Year 6		<u>Desert</u> Would you like to live in the desert? Exploring hot desert biomes and learning about the physical features of a desert and how humans interact with this environment. <u>Fieldwork</u> - N/A in this unit.		<u>Population</u> Why does population change? Investigating why certain parts of the world are more populated than others; exploring birth and death rates; discussing social, economic and environmental push and pull factors; learning about the population in Britain and its impacts. <u>Fieldwork</u> Lesson 5 - How is population impacting our local environment?		<u>Enquiry</u> Can I carry out an independent enquiry? Observing, measuring, recording and presenting their own fieldwork study of the local area. <u>Fieldwork</u> Lesson 4 - Data collection

Year B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS				Exploring maps through discussion, story-telling, games and creative activity. Using the senses to explore and describe the natural world around them while outside; understanding the effect of the changing seasons.		Exploring diverse global environments, comparing them to local ones through activities using digital map exploration, books and role play to enhance the understanding of geography and cultural differences.
Year 1		<u>Around our school</u> What is it like here? Locating where they live on an aerial photograph and recognising features within a local context. Creating maps using classroom objects before drawing simple maps of the school grounds. Following simple routes around the school grounds and carrying out an enquiry as to how their playground can be improved. <u>Fieldwork</u> Lessons 3 - What can we find in our school grounds? Lesson 4 - What are the different places in our school?		<u>UK Weather</u> What is the weather like in the UK? Looking at the countries and cities that make up the UK, keeping a daily weather record and finding out more about hot and cold places in the UK. <u>Fieldwork</u> Lesson 2 – What are the four seasons? Lesson 3 – What are the compass directions? Lesson 4 – What is the weather like today?		<u>Shanghai</u> What is it like to live in Shanghai? Using a world map to start recognising continents, oceans and countries outside the UK with a focus on China. Children identify physical features of Shanghai using aerial photographs and maps before identifying human features, through exploring land-use. They compare the human and physical features of Shanghai to features in the local area and make a simple map using data collected through fieldwork. <u>Fieldwork</u> Lesson 1 – What can we see in our local area?
Year 2		<u>Hot or Cold place</u> Would you prefer to live in a hot or a cold place? Introducing children to the basic concept of climate zones and mapping out hot and cold places globally. Looking at features in the North and South Poles and Kenya. Comparing weather and features in the local area. Learning the four compass points. Learning the names and locating the continents of our world. <u>Fieldwork</u> Lesson 5 – Do we live in a hot or cold place?		<u>Our World</u> Why is our world wonderful? Learning about the world's wonders, the names and locations of the world's oceans and considering what is unique about the local area. <u>Fieldwork</u> Lesson 5 – Why are natural habitats special?		<u>Coasts</u> What is it like to live by the coast? Naming and locating continents and oceans of the world while revisiting countries and cities of the UK and surrounding seas. Children learn about the physical features of the Jurassic Coast and how humans have interacted with this, including land use and tourism. <u>Fieldwork</u> N.B. Unit adapted as we do not live on the coast. Lesson 5 Why do people visit Lincoln?
Year 3 & Year 4		<u>Volcanoes</u> Why do people live near volcanoes? Children learn that the Earth is constructed in layers, and the crust is divided into tectonic plates. They study the formation and distribution of mountains, volcanoes and earthquakes and use Mount Etna to identify how human interaction shapes a volcanic landscape. <u>Fieldwork</u> Lesson 6 – Where have the rocks around school come from?		<u>Rivers</u> What are rivers and how are they used? Learning about rivers; their place in the water cycle, the name and location of major rivers and how they are used. <u>Fieldwork</u> Lesson 6 – What features does our local river have?		<u>Arctic</u> Who lives in Antarctica? Learning about how latitude and longitude link to climate and the physical and human features of polar regions with links to the explorer, Shackleton. <u>Fieldwork</u> Lesson 6 - How did our expedition go?.
Year 5 & Year 6		<u>Mountains</u> What is it like in the Alps? Considering the climate of mountain ranges and why people choose to visit the Alps; focusing on Innsbruck and looking at the human and physical features that attract tourists; investigating tourism in the local area and mapping recreational land use; presenting findings to compare the Alps to the children's own locality. <u>Fieldwork</u> Lesson 4 – What is there to do in our local area?		<u>Protecting the Ocean</u> Why do Oceans matter? Exploring the importance of our oceans and how they have changed over time with a focus on the Great Barrier Reef, specifically addressing climate change and pollution. <u>Fieldwork</u> Lesson 5 – How littered is our marine environment?		<u>Energy</u> Where does our energy come from? Learning about renewable and non-renewable energy sources, where they come from and their impact on society, the economy and the environment. <u>Fieldwork</u> Lesson 5 – Where is the best place for a solar panel on the school grounds?