

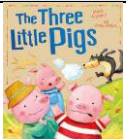
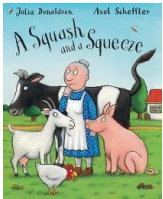
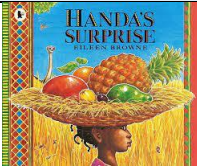
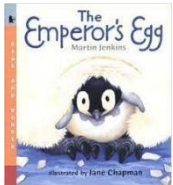

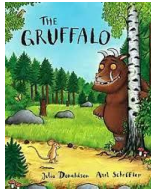

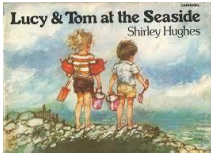
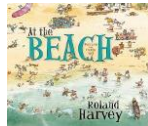
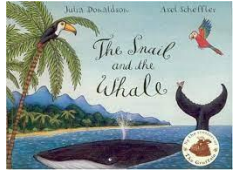
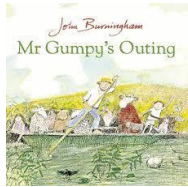
SITHNEY CP SCHOOL



Geography Planning Overview


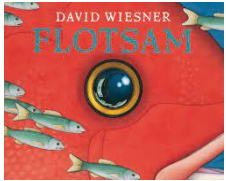
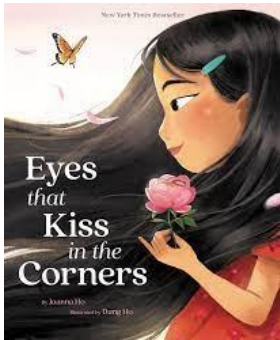
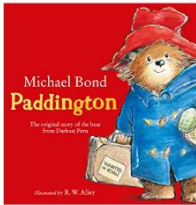

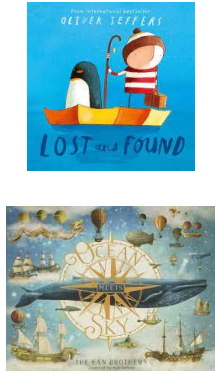
- *A high quality geography education should inspire in pupils a curiosity and fascination about the world that will remain with them for their lives.'* (DfE 2013)

- Due to the nature of the rolling programme and the implementation across dual year groups, we have taken the decision at Sithney to (where possible) begin each new year with the topic most local to us and scale out throughout the year.
- Links have been made to history topics where appropriate, although this has impacted on the order in some cases.
- Seasons and weather will feature every term, as part of a termly return to school activity week, as well as within our weekly outdoor learning sessions.

		Year A			Year B		
Stage		Autumn	Spring	Summer	Autumn	Spring	Summer
EYFS		<p>Throughout all EY topic children will have the opportunity to explore real life experiences:</p> <p>Visit places of local importance (parks/library/fire station) Explore the school grounds in different weathers, seasons and times of the day (Wild Tribe). Interact with visitors.</p> <p>Imaginary experiences:</p> <p>High quality role play experiences are provided, including small world, loose parts, as well as mark making opportunities. Construction with a range of materials. Exploration of what places and people/characters are like through sharing a range of fictional and nonfictional stories.</p>					
		My School, My Grounds, My Village	Hot and Cold Animals	Holidays	Where do I live?	Beach/Seaside	Journeys
	Suggested Text	 	 		 	 	 

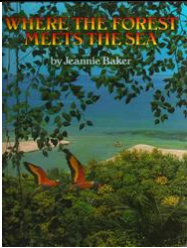


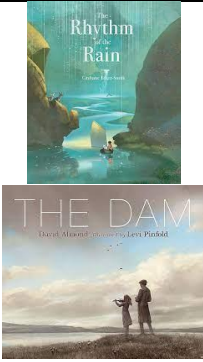
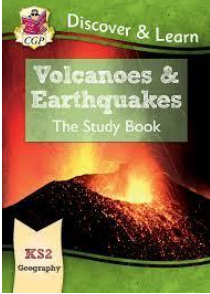
	<p>Overview</p> <p>Where do we live? A study of the local environment and places that are important to me. A walk to the local housing estate - Plovers Field and links to map making. We will look at photographs / have a drive on the minibus to look at the areas of local importance to the children and areas of familiarity- Understanding how places have similarities and differences.</p> <p>Name human and physical features of the local area.</p>	<p>Building on my local area study, We will explore the weather, setting up a weather station and making wind streamers and discovering ways to record, compare and contrast our observations.</p> <p>Linked with science we will explore animals in our locality with a focus on farming. Scaling out we will compare animals in the UK to animals in the polar regions.</p> <p>We will further our understanding of Human and Physical geography by picking our features and comparing these within our own locality to other places around the world.</p>	<p>Starting by looking at where we have been on holiday - use the world map to explore the wider world and share our own experiences, before exploring places around the world through books and stories - making comparisons to our own locality.</p> <p>We will explore the use of maps and develop our own maps linked with stories we have read.</p>	<p>Where do I live and why is it special to me? Consider the local environment and how it impact on our lives.</p> <p>Take a walk in the local area – make links to map making.</p> <p>Compare to other places and develop an understanding of similarities and differences between places.</p>	<p>Building on my immediate local area, we will explore the wider locality considering the beach and seaside where we live, exploring the features of the environment and how these compare to what we know about other places.</p> <p>We will explore the use of maps to help us get to places and mark the main features of a beach following a visit.</p> <p>We will further our understanding of Human and Physical geography by picking our features and comparing these within our own locality to other places around the world.</p>	<p>Linking with our vehicles learning in History we will start to consider where we can go!</p> <p>Beginning with the story of 'Snail and the Whale' we will journey across the world, making links with different countries and what we like about. We will share our own experiences of other countries before making comparisons, explaining similarities and differences between life in different countries.</p>
	<p>Objectives</p> <p>B-3 • Make connections between the features of their family and other families. • Notice differences between people. 3/4 Year olds • Use all their senses in hands-on exploration of natural materials. • Begin to understand the need to respect and care for the natural environment and all living things. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Reception • Draw information from a simple map. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Recognise some environments that are different to the one in which they live.</p>					
	<p>Core Concepts</p> <p>Place, Time and Scale. Geographic Skills</p>	<p>Human Geography Physical Geography</p>	<p>Place, Time and Scale. Geographic Skills</p>	<p>Place, Time and Scale. Geographic Skills</p>	<p>Human Geography Physical Geography</p>	<p>Place, Time and Scale. Geographic Skills</p>

	Substantive Concepts	Environment Change	Environment Change	Environment Change	Environment Change	Environment Change	Environment Change
	<p>Links Progressions</p>	<p>Introduction to Geog through an exploration of our local area, beginning with own homes and work outwards in scale.</p> <p>Links with History Unit - My home, my celebrations.</p> <p>Built on in KS1 Autumn Year A - What is the geog of where I live?</p>	<p>Expanding from home and immediate area to looking at local uses and the role of farming.</p> <p>Introduce the idea of weather as a study of geography and how this impacts our life.</p>	<p>Looking at the wider world, through the idea of holidays - sharing own experiences.</p> <p>Links with ongoing studies of the world</p>	<p>Introduction to Geog through an exploration of our local area, beginning with own homes and work outwards in scale.</p> <p>Links with History Unit - My family.</p>	<p>Expanding from home and immediate area to looking at local beaches.</p> <p>Built on in KS1 topic 'Besides the Sea'</p>	<p>Links with History topic - Transport.</p> <p>Links with ongoing studies of the world</p>

KS1		<p>What is the Geography of where I live?</p>	<p>Beside the seaside</p>	<p>Comparing Japan</p>	<p>Study of the U.K.</p>	<p>How does the weather affect our lives?</p>	<p>Why don't penguins need to fly?</p>
	<p>Linked Text</p>						
	<p>Overview</p>	<p>The aim of this unit is to introduce pupils to what geography is all about! Firstly pupils are encouraged to distinguish between geographical features that are essentially 'human' in origin and those physical features that are natural or at least semi-natural. Pupils are able to use GIS Geographical information system) data on Google Earth and Digi map together with their own local filed work recoding and interpreting to consolidate their understanding.</p>	<p>The primary objective of this enquiry is to enable pupils, as young geographers, to identify and begin to understand the key physical and human geographical features of the seaside as one example of the broader concept of 'coasts'. Pupils can come to understand that the seaside is only one example of the many different places around the world, where the land meets the sea. Pupils will develop their understanding of the inter-relationship of people with their</p>	<p>This investigation focuses on a study of Japan.</p>	<p>Within this unit of study children will board a 'flying bus' to investigate the 4 nations of the United Kingdom. Using Maps, they will learn to name and locate the 4 nations and capital cities as well as key tourist attractions and cultural celebrations. Learning about the key physical and human features of each nation, they will begin to compare and contrast the similarities and differences investigating key features of each nation and make their own decisions on</p>	<p>This enquiry provides an opportunity for pupils to understand the concept of weather and to form a solid foundation for studying climate in different contexts later in primary study. Pupils are encouraged from the outset to investigate how weather affects them as individuals on a daily and seasonal basis. They will also explore how weather affects people in other locations around the world. From local weather recordings, presentation and interpretation the pupils can expand their</p>	<p>This enquiry introduces pupils to the concept of biomes and natural regions which they will study in greater depth at a later stage. It enables them to understand the importance of location in relation to the Equator and poles in determining weather and climate, which in turn have such an influence on shaping the natural geographical features of environments. We will look at the distribution of hot and cold places in the world and how living things have to adapt to survive in such places</p>


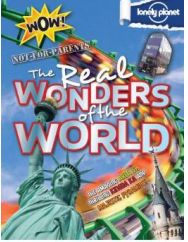
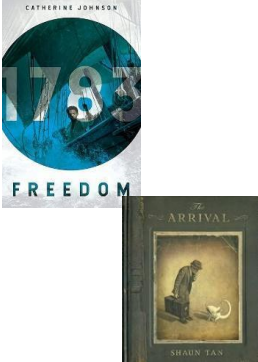
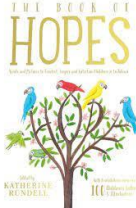
			environments at both local and global levels.		where they would like to visit.	investigations of weather to identify and explain the distribution of hot and cold places in the world	– the more extreme the environment, the more specialised the adaptation.
Objectives	Name and locate the world's seven continents and five oceans. Name and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and a small area in a contrasting non-European Use basic geographical vocabulary to refer to key physical and human features. Use world maps, atlases and globes to identify the United Kingdom and its countries. Use aerial photographs and plan perspectives.	Name and locate the world's seven continents and five oceans. Name and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Identify seasonal and daily weather patterns in the United Kingdom and 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 key physical and human features. Use world maps, atlases and globes. Use aerial photographs and plan perspectives, devise a simple map; and use and construct basic symbols in a key. Use simple fieldwork and observational skills.	Name and locate the world's seven continents and five oceans. Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. Use basic geographical vocabulary to refer to key physical and human features. Use world maps, atlases and globes.	Name and locate the world's seven continents and five oceans. Name and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and a small area in a contrasting non-European Use basic geographical vocabulary to refer to key physical and human features. Use world maps, atlases and globes to identify the United Kingdom and its countries. Use aerial photographs and plan perspectives.	Name and locate the world's seven continents and five oceans. Name and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and a small area in a contrasting non-European Use basic geographical vocabulary to refer to key physical and human features. Use world maps, atlases and globes to identify the United Kingdom and its countries. Use aerial photographs and plan perspectives.	Name and locate the world's seven continents and five oceans. Identify seasonal and daily weather patterns in the United Kingdom. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studies at this key stage. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Use simple fieldwork and observation skills to study key human and physical features of environments,	Name and locate the world's seven continents and five oceans. Identify seasonal and daily weather patterns in the United Kingdom and 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 key physical and human features. Use world maps, atlases and globes to identify the United Kingdom and its countries, continents and oceans studied.
Core Concepts	Place, Time and Scale Geographic Skills	Human Geography Physical Geography	Place, Time and Scale Interconnections	Place, Time and Scale Human Geography	Place, Time and Scale Physical Geography Geographic Skills	Place, Time and Scale Interconnections	
Substantive Concepts	Environment Change Distance	Environment Change Distance	Environment Distance Cultural	Environment Change Distance	Environment Distance Cultural	Environment Change Distance Cultural	
Links Progressions	Builds on EYFS topic of family homes, preparing children for	Linked with History - The Victorians, seaside holidays in the past.	Earthquakes and mountains - Link with KS2 - Fault lines.	Linked with History - Great fire of London.	Links with History - Where did Amelia Earhart fly?	Builds on Animals unit in EYFS. Makes direct comparisons.	

		<p>a study of the wider world. LKS2 History Helston Railway</p>	<p>Builds on EYFS unit - seaside.</p> <p>Rivers/Rock pool project - LKS2 Science PSHE plastic pollution unit and social action</p> <p>KS1 Looking after env links</p> <p>RE links with Cornwall my home</p>	<p>Growing children knowledge of places around the world – Japan was chosen as we felt this was a country that children were less likely to be exposed to and it will lead into studies chosen at KS2.</p>	<p>Local, regional, global, growing through the progression. European studies grow on the ideas discovered in this unit.</p> <p>UKS2 UK National Parks</p>	<p>World weather following on from UK study.</p> <p>EYFS Weather</p> <p>LKS2 Climate Zones and compare rainforest with deserts. UK/world</p> <p>UKS2 Climate change globally - scale</p>	<p>Prepares children for a wider world study. LKS2 - Goes on to study Sahara in more detail.</p> <p>Science animals and habitats</p>
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LKS2		<p>How can we live more sustainably? (CG)</p>	<p>How and why is my local area changing? (CG)</p>	<p>Why are jungles so wet and deserts so dry? (CG)</p>	<p>Rivers</p>	<p>A study of Europe</p>	<p>Earthquakes (CG)</p>
	<p>Linked Text</p>						
	<p>Overview</p>	<p>This unit will build upon the pattern of enquiry from KS1, beginning with the familiar and extending outwards in scale to consider the less familiar and finally a range of unknown locations on a global scale. Pupils are then introduced to the concepts of sustainability and sustainable development.</p>	<p>In this unit the concept of change is developed and illustrated through the familiar surroundings of the school and the immediate local area. Fieldwork provides an ideal context to introduce the idea of hypothesis generation and testing through data collection and interpretation.</p>	<p>In this unit children will revisit their work on weather carried out in the school grounds. Following this they are introduced to the concept of climate in context of the UK. The focus here is on enabling pupils to see how climate varies, even across a relatively small country. From the UK children will then begin to look at climate on a global scale by looking in depth at two biomes within the continent of South America.</p>	<p>Within this unit children will learn about the formation and features of a river, following its journey to the seas and discovering the role of the water cycle. This knowledge will then be explored in detail whilst learning about the 10 major rivers of the world and the continents they flow through. Finally, children will learn about the importance of rivers in terms of settlement, trade and farming. Investigating bridges, irrigation and the industrial use of rivers.</p>	<p>This unit will focus on a study of Europe, considering the human and physical features of a location linked with the class topic.</p>	<p>Within this unit we will use first hand experiences to look at the impact of the Christchurch earthquake in New Zealand in 2011, together with a range of data sources. Children will investigate the technological development and overall quality of peoples lives in different countries.</p>

	Objectives	<p>Locate the worlds countries, using maps to focus on Europe (including location of Russia) and North and South America. Identify the position and significance if latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Artic and Antarctic, the Prime/Greenwich Meridian and time zones. Understand geographical similarities and differences Describe the key aspects of: Physical geography and Human geography.</p>	<p>Locate the worlds countries, using maps to focus on Europe (including location of Russia) and North and South America. Identify the position and significance if latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Artic and Antarctic, the Prime/Greenwich Meridian and time zones. Describe the key aspects of: Physical geography and Human geography Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use eight points of a compass, four and six-figure grid references, symbols and key. Use fieldwork to investigate.</p>	<p>Locate the worlds countries, using maps to focus on Europe (including location of Russia) and North and South America. Name and locate countries and cities of the United Kingdom Identify the position and significance if latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Artic and Antarctic, the Prime/Greenwich Meridian and time zones. Describe the key aspects of: Physical geography and Human geography. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use eight points of a compass, four and six-figure grid references, symbols and key.</p>	<p>Locate the worlds countries, using maps to focus on Europe (including location of Russia) and North and South America. Name and locate countries and cities of the United Kingdom Describe the key aspects of: Physical geography and Human geography. Understand geographical similarities and differences Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use fieldwork to investigate.</p>	<p>Locate the worlds countries, using maps to focus on Europe (including location of Russia) and North and South America. Name and locate countries and cities of the United Kingdom Understand geographical similarities and differences Describe the key aspects of: Physical geography and Human geography Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>Locate the worlds countries, using maps to focus on Europe (including location of Russia) and North and South America. Identify the position and significance if latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Artic and Antarctic, the Prime/Greenwich Meridian and time zones. Describe the key aspects of: Physical geography and Human geography. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use eight points of a compass, four and six-figure grid references, symbols and key.</p>
	Core Concepts	Place, Time and Scale Interconnections	Place, Time and Scale Physical Geography	Human Geography Physical Geography	Human Geography Physical Geography	Human Geography Interconnections	Place, Time and Scale Physical Geography

	Substantive Concepts	Environment Change Sustainability	Change	Environment Distance Cultural	Environment Change	Environment Distance Culture	Environment Change Management
	Links Progressions	links with PSHE KS1/2	Builds on where we live in KS1 Links with	Study of South America Build on understanding of weather in KS1 and desert animals. Prepares chn for Climate Change unit in UKS2. Children go on to study Amazon in UKS2.	Links with European study. Consideration of Europe in World War 1 unit - UKS2 political Europe and its changes	Historic lack of knowledge of Europe, unit added to address this. Builds on UK studio in KS1.	Links with japan unit in kS1 Beginning to consider the impact of natural disasters.

UKS2		Why are mountains so important? (CG)	Who are National parks for? (CG)	Comparing People and Places.	Is Fair, trade fair? (CG)	How is climate change affecting the world? (CG)	The Caribbean
	Linked Text		 Travel Writing			Poetry 	
	Overview	<p>This enquiry introduces pupils to the physical and human importance of a biome that covers one-fifth of the world's land surface. The study of mountains enables pupils to comprehend concepts of physical geography such as plate tectonics and the formation of different rock types, as well as erosion and geological deep time. From a global scale, pupils then turn their attention to the location and distribution of mountains in the United Kingdom.</p>	<p>This unit begins on a national scale as pupils establish where National Parks are located, the factors behind their distribution and their associated purposes. As the investigation progresses, the scale of the study moves to a regional perspectives before widening to a global perspective to study the National Parks of the United States.</p>	<p>This unit explores the local area on a range of maps, looking at similarities and differences. They consider the livelihoods of local people and the advantages and disadvantages of living in a rural area. The next step is looking at how the Grand Canyon was formed and who lived there and how this is now a tourist destination. They will relate maps to real life and look at the effect of erosion on the surrounding area. Following on from this they will explore the climate zones, rivers, biomes and vegetation belts of the Amazon basin.</p>	<p>This enquiry enables pupils to understand what international trade entails – the manufacture, selling and buying of goods and services between countries through exports and imports – and the fact that trade has been operating for thousands of years. The <i>Silk Road</i>, which remains the world's most enduring trade route between China and Europe, demonstrates to pupils the concept of trade. Pupils will explore the concept and practice of Fairtrade through the experiences of real banana farmers in St Lucia.</p>	<p>This enquiry gives pupils an insight into how changing patterns of weather at different locations around the world are impacting on the lives of real people with whom they can relate. Through the experiences of these individuals and communities, pupils are able to reflect upon how changes to normal and usual weather conditions can have to serious implications for these people. From these specific case studies pupils are encouraged to look at global warming, what is contributing to it on a global scale and to generalise about climate change in the longer term.</p>	<p>This unit focused a study on the Caribbean, linking with our learning on the Windrush Generation in History. We will be looking at where the Caribbean is located and the geographical features of the area. We will also look at the climate (how this differs from weather) and also the human geography through learning on the Caribbean as a tourist destination.</p>

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	Core Concepts	Physical and Human Geography Interconnections	Place, Time and Scale Physical Geography	Place, Time and Scale Interconnections	Place, Time and Scale Interconnections	Physical and Human Geography Interconnections	Place, Time and Scale Human Geography

	Substantive Concepts	Distance Change Sustainability	Environment Management	Change Cultural	Change Cultural Management	Environment Cultural Sustainability	Culture Environment
	Links Progressions	Pupils are able to revisit and apply their understanding of sustainable development and sustainability.	Keeping to the topic of Britain. builds on UK study in KS1. Comparing UK to Florida - development of scale building on and consolidating LKS2. Weather pattern in LKS2./climate zones	scaling out from local to comparing north and South America. Building on study of South America in LKS2.	Links with the Silk Road LKS2 STUDY OF CHOCOLATE - builds on sustainability Culture and slavery Rosa parks Builds on Mary Seacole Ks1	Follows on from Fair's Fair topic. Builds on from LKS2 unit Jungles and Deserts. Links with PSHE Learning Science Wether	Follows on from a Windrush study in History. Links Cultural Study.