



# Geography Long Term Overview – 2023/2024

<p><b>INTENT</b></p>	<p>It is our intent for the Geography element of our school curriculum, to inspire pupils with a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.</p> <p>We have developed the progression of long-term skills and knowledge based long term plans to ensure that children develop a range of deep transferable skills. Our teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. At Broomfield, we enable children to develop into global citizens, who understand their role in the world and how their actions have an impact on the world.</p> <p>We want our children to deepen their understanding of the interaction between physical and human processes and how this affects landscapes and environments. Emphasis is placed on investigative learning opportunities to help children gain a coherent knowledge of understanding of each unit of work covered throughout the school.</p> <p>At Broomfield, we encourage our children to investigate local geography, learning about their surroundings and how to protect them. This is achieved by our children completing fieldwork within our local community.</p>					
<p><b>IMPLEMENTATION</b></p>	<p><b>Autumn 1</b></p>	<p><b>Autumn 2</b></p>	<p><b>Spring 1</b></p>	<p><b>Spring 2</b></p>	<p><b>Summer 1</b></p>	<p><b>Summer 2</b></p>
<p><b>Foundation</b></p>	<p>Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families.</p> <p>Navigating around our classroom and outdoor areas..</p>	<p>Use the Jolly Postman to draw information from a map and begin to understand why maps are so important to postmen.</p>	<p>Compare animals from a jungle to those on a farm.</p> <p>Listen to children describing and commenting on things they have seen whilst outside, including plants and animals.</p>	<p>Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals.</p> <p>Can children make comments on the weather, culture, clothing, housing.</p>	<p>Explore different countries. Discuss how they got to school and what mode of transport they used. Look at the difference between transport in this country and one other country. Use bee-bots on simple maps..</p>	<p>Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.</p>

				Change in living things – Changes in the leaves, weather, seasons,  Explore the world around us and see how it changes as we enter Summer.	Can children talk about their homes and what there is to do near their homes? Encourage them to comment on what their home is like. Environments – Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/different?	
<b>Year 1</b>	Local area Fieldwork – Walk around East Goscote look at human and physical features.			Weather  Fieldwork – Weather diary	UK and capital cities	
<b>Year 2</b>	Oceans and Continents Fieldwork - Atlas work, hot and cold places.		Sensational Africa  Compare a village within Africa		Magical mapping  Fieldwork – Draw simple maps and draw keys of East Goscote.	
<b>Year 3</b>		Locate counties and cities in the UK and their characteristics	(Human and physical geography) rainforests- biomes and vegetation belts	Land use – local area, fieldwork		Map skills, compass points, sketch maps, digital technologies, identify world landmarks  Fieldwork -
<b>Year 4</b>			Europe – countries on a map  Fieldwork – Using maps and different	Earthquakes and volcanoes  Fieldwork – Collecting data about various volcanoes and earthquakes. Collating data into a table/chart.		Battle of Bosworth fieldwork.  Fieldwork- Drawing and using maps at Bosworth

			sources to compare the uk and other countries.			Battlefield. Comparing maps from the battle to now.
<b>Year 5</b>		Coast, rivers & mountains  Fieldwork: Walking to East Goscote brook to have a look at erosion and parts of a river.			Water cycle, climate change & pollution	OS maps, compass points, 4-figure grid references (link to locational knowledge) Fieldwork: Orienteering linked to PE. Walking to Rearsby to look at rivers.
<b>Year 6</b>		The globe & OS maps (6 figure grid reference)  Fieldwork: Make an accurate map and create a grid reference.	Study on 3 countries against the UK, (E.g. UK, France & China)  Fieldwork: Collect and present data.	Settlements – How land use has changed over time  Fieldwork - Local walk, looking at maps and collecting data of changes within East Goscote.		
<b>IMPACT</b>	Children will have a variety of geographical skills that enable them to read maps, identify changes and compare and contrast the local area to other countries and cities. They will have the ability to read maps, use 4-figure and 6-figure grid references and will be able to identify different human and physical features. Children will have a good knowledge of the diverse places and how different life is in different places. Using this knowledge, they will be able to understand how natural disasters, climate change and changes over time effect the world.					
<b>Article</b>	<p>Article 28 Every child has the right to an education. Primary education must be free. Secondary education must be available for every child. Discipline in schools must respect children’s dignity. Richer countries must help poorer countries achieve this.</p> <p>Article 29 Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.</p>					