



## Geography Long Term Overview – 2024/2025

INTENT	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.					
	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.					
	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.					
	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.					
IMPLEMENTATION	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Foundation	Location of our school. My route to school • What do I pass? • Do I take transport? • What do I like about the local area? People who help us in our communities- teacher, doctors, nurses, firefighters, police, shop workers, bin people.	Transport in our local area. Children's experience of transport  Road safety  How people in different countries travel- tuk tuk, gondolas, felucca, dog sled.	Astronauts and Astronomers; including Mae Jaimeson, Tim Peak, Caroline Hershel.	What crops are grown where we live? Identify fruit and vegetables that can be grown locally, or within the local region. Identify where the fruit and vegetables we eat come from. Including but not limited to: Oranges: Spain Bananas: Central America Lemons: South Africa Pineapples: Costa Rica Apples: France Onions: The Netherlands Cauliflower: Spain Broccoli: The UK	The Monarchy; King Charles iii, the Royal Family, Buckingham Palace, Windsor Castle.  Countries around the world that have King Charles iii as their monarch including; Canada, Jamaica, New Zealand, Australia and more.  The Union Flag of The United Kingdom, flags from countries the children have connections to.	Locate the places that feature in the key stories chosen for this topic.  Oral storytelling as part of culture; how we pass on stories within our families and communities. Ask an elderly relative to come in and tell the children a story.

Year 1	What is it like here?		Weather		Shangai	
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<b>Year 2</b>	Would you prefer to live in hot or cold places?				Why is our world wonderful?	What is it like to live near coasts?
<b>Year 3</b>		Why do people live near volcanoes?		Who lives in Antarctica?		Are all settlements the same?
<b>Year 4</b>		Volcanoes (Next year only)			Where does our food come from?	Rivers
<b>Year 5</b>			Life in the Alps	Would you like to live in the desert?		Why Oceans Matter
<b>Year 6</b>		Why does population change?		Where does energy come from?		Can I carry out an independent fieldwork enquiry?
<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>					