**Long Term Overview for Geography at Springfield**

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| INTENT | We offer a curriculum that is broad and balanced where the children are taught substantive knowledge for Geography in a topic based approach at a level that is personalised to meet their level of development. | | |
| IMPLEMENTATION | At Springfield we plan a sequence of lessons using a topic based approach to ensure there is a clear sequence of lessons demonstrating progression throughout each unit of work. We use the long term overview substantive knowledge to ensure a wide range of coverage is included in our Medium Term Plans that is suited to the current cohort of children. Discplinary knowledge (using our skills trackers) is also identified on the medium term plans and these link directly to the developmental stages of the current cohort of children. | | |
| IMPACT | Children will make progress in developing their disciplinary knowledge and their substantive knowledge each year.  Evidence will be found in children’s topic books and tracked on their skills trackers. | | |
| Level expected at the end of EYFS | **Understanding the World (People and Communities)**  Children know about similarities and differences between themselves and others, and among families, communities and traditions.  **Understanding the World (The World)**  Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. | | |
| Key Stage 1 National Curriculum Expectations  Substantive Knowledge | |  |  | | --- | --- | | **Locational Knowledge**  Pupils should be taught to:  Name and locate the world’s seven continents and five oceans;   1. name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.   **Children can:**  a name and locate the world’s seven continents and five oceans;  b name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas;  c use key vocabulary to demonstrate knowledge and understanding in this strand: United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, London, Belfast, Cardiff, Edinburgh, capital city, world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica.   1. **Place Knowledge**   Pupils should be taught to:   1. 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.   **Children can:**  a compare the UK with a contrasting country in the world;  b compare a local city/town in the UK with a contrasting city/town in a different country;  c use key vocabulary to demonstrate knowledge and understanding in this strand: South America, London, Brasilia, compare, capital city, China, Asia, country, population, weather, similarities, differences, farming, culture, Africa, Kenya, Nairobi, river, desert, volcano.  **Human and Physical Geography**  **Pupils should be taught to:**   1. 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; 2. use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather; 3. key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.   **Children can;**  a.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;  b Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather;  c Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.  **Geographical Skills and Fieldwork**  **Pupils should be taught to:**   1. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage; 2. Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map; 3. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key; 4. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.   **Children can:**  a use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage;  b use simple compass directions and locational and directional to describe the location of features and routes on a map;  c devise a simple map; and use and construct basic symbols in a key;  d use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features, using a range of methods;  e use key vocabulary to demonstrate knowledge and understanding in this strand: compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical. |  | | | |
| KS2 National Curriculum Expectations  Substantive Knowledge | **Locational Knowledge**  **Pupils should be taught to:**   1. Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities; 2. name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time; 3. identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).   **Children can:**  a locate the world’s countries, using maps to focus on South America, concentrating on environmental regions and key physical and human characteristics;  b name and locate counties and cities of the United Kingdom, identifying human and physical characteristics including hills, mountains, rivers and seas, and how a place has changed;  c identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones;  d use key vocabulary to demonstrate knowledge and understanding in this strand: county, country, town, coast, physical features, human features, mountain, hill, river, sea, climate, tropics, tropical, of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.  **Place Knowledge**: Children can understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country and a region within North or South America.  **Children can:**  a understand geographical similarities and differences through the study of human geography of a region of the United Kingdom;  b explore similarities and differences, comparing the human geography of a region of the UK and a region of South America;  c understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom;  d explore similarities and differences comparing the physical geography of a region of the UK and a region of South America;  e use key vocabulary to demonstrate knowledge and understanding in this strand: Amazon rainforest, Sherwood Forest, Sheffield, city, Yorkshire, physical features, human features, landscape, feature, population, land use, retail, leisure, housing, business, industrial, agricultural.  Pupils should be taught to:   1. **Human and Physical Geography**: Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle;   human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.  Children locate a range of the world’s most significant human and physical features. Explain how physical features have formed, why they are significant and how they can change. Explain the impact of humans on the earth in terms of land use, settlements and their direct connection to physical changes.  **Children can:**  describe and understand key aspects of:  a physical geography, including: climate zones, biomes, volcanoes, tornadoes, tsunamis, earthquakes and the water cycle;  b human geography, including: types of settlement and land use;  Use key vocabulary to demonstrate knowledge and understanding in this strand: mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicentre, shock wave, magnitude, tsunami, tornado, climate, tropics, deforestation, evaporation, water cycle, evaporation, condensation, precipitation, cooling, filter, pollution, settlement, settler, site, need, shelter, food.   1. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied; 2. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world; 3. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.   **Geographical Skills and Fieldwork:** Children collect, analyse and communicate a range of data gathered through fieldwork that deepens their understanding of geographical processes. They interpret a range of sources of geographical information including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).  **Children can:**  a use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied;  b use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world;  c use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies;  d use key vocabulary to demonstrate knowledge and understanding in this strand: sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates. | | |
| Class | Autumn | Spring | Summer |
| Rabbits Class 2021-2022 | Marvellous Me  Look at maps of the local area and identify the setting in relation to homes of the children. | Down in the Garden  Go on nature walks in the local area to collect natural materials  Make observations of people, buildings and traffic they see. | Off on an Adventure  Learn about different species of animals and where their habitats are located.  Go on nature walks in the local area. |
| Rabbits Class 2021-2022 | Night and Day  Visit to/from a local fire brigade.  Use telescopes to look at stars. | Once upon a Time  Learn about location of plant life in their environment.  Understand more about animals the location of their habitats. | Pirates and the Seaside  Go on topic-related trips in the local area.  Explore world maps and globes to find places personal to us. |
| Hedgehogs | Everyday Life  Where I live  Places near to me  School | Space  What is space? Where is Earth? What is Earth?  Becoming familiar with a globe and a world map. Where do we live? | Animals and Wildlife  Habitats  Animals local to the UK  Identifying on maps |
| Hedgehogs and Butterflies Class 2022-2023 | People Who Help Us  Road Safety – My locality | Fantasy  Where are the stories set?  Use of maps / globes  Compare to where we live. | Places  Use of maps / globes  Link to key places children know, some have been or going to.  Compare places in UK, have knowledge of the countries in the UK |
| Squirrels Class 2021-2022 | School Days  Investigate the local area around the school.  Identify key features of the school and its grounds.  Identify own classroom on a simple plan of the school.  Use plan of the school to follow directions to another place. | Get Out of My Swamp  Discuss what a map is and why we need them. Make own pretend map.  Identify features of the local area.  Take photos of different types of buildings and compare to another location.  Draw pictures and label features of the local area. | Heroes  Use maps to identify continents and countries where significant heroes live(d)  Locate countries and cities on a World Map where significant heroes live(d) |
| Squirrels Class 2022-2023 | Toys  Compare toys from around the world. | Poles Apart  Name and locate the world’s continents on a map.  Understand and describe the role of a travel agent.  Compare and contrast weather across the world. | Flight  Learn about the migration of birds and map out migration patterns.  Locate popular flight destinations a map. |
| Badgers Class | Victorian Times  Locate some key Victorian homes within the UK | Africa  Name and locate the world’s continents on a map.  Locate the UK and Africa on a world map and identify main regions and cities.  Investigate the environments and habitats in Africa. | Dinosaurs  Look at what we think the world looked like millions of years ago. Compare to now.  Where in the world have dinosaur fossils been found? |
| Badgers Class 2022-2023 | Travel and Transport  Where can we get to in the world?  How do we get there? | Food  Where does different food come from?  How are foods produced? | Castles and Knights  Use maps to locate castles within the UK.  Investigate photographs of different types of castles and compare locations of the castles.  Refer to the use of the type of land used for castles (e.g. hills) |
| Blackbirds Class 2021-2022 | The Home Front  Use maps of the UK to identify countries and major cities.  Locate areas where children were evacuated from and to.  Study how the landscape of the UK changed during and after the war.  Study own locality and how it was affected by the war. | Indian Spice  Use maps to identify continents and countries of the world.  Locate the UK and India on a world map and identify main regions and cities.  Investigate the environments and habitats in India.  Compare the UK to India, identifying key similarities and differences including size, climate, wildlife etc.  Research food and farming in India. Compare to UK. | North and South America  Use maps to identify continents and countries.  Locate countries and cities on a World Map.  Find out about Volcanoes, Earthquakes in relation to North and South America  Compare the settlements and land use, in the UK to those in North / South America. |
| Blackbirds Class 2022-2023 | London’s Burning  Locate London on a map of the world/UK.  Plot key locations on a map of the city.  Compare London over time. | Wonder Women  Use maps and atlases to identify countries that formed the British Empire ruled by Queen Victoria. | Pioneers  Research railways and bridges of the UK.  Use maps to identify key locations. |
| Foxes Class 2021-2022 | The Great War  The locations of key events and countries that triggered the start of the First World War. | China  Use maps/atlases/online mapping to locate continents, countries and cities of the world.  Identify key geographical features of China. Compare the UK and China. | Ancient Greeks and the Olympics  Use world maps and European maps to identify countries and cities. Explore the different features of Greece. |
| Foxes Class 2022-2023 | Meet the Flintstones  Locate places of Stone Age settlements on a map. Compare landscape to what is located there now. | A Journey Through Europe  Key information about the countries that form Europe - flags, capital cities, landmarks etc..  About the climate and landscape, including mountain ranges and rivers of different European countries. | Extreme Survival  Use maps and atlases to locate continents and countries around the world.  Identify key geographical features e.g. deserts, rainforests, polar regions etc.  Study of people and place –comparing ways of life.  Find out about environmental issues threatening plants and wildlife in different regions.  Coping in a crisis; What happens when a volcano erupts? What is a tsunami? |
| Enrichment Activities | Local area walks throughout the year as appropriate  Geography WOW day | | |